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Open Mind Conference

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1. Annual Meeting, 1992.

Open Mind, the Association for the achievement of diversity in higher education, met in conference in Albuquerque, New Mexico, between October 16 and 18, 1992. The meeting was attended by approximately 80 delegates, representing all ethnic groups, areas and levels of academia from graduate students through university presidents. There was significant representation from every geographic region of the nation and from professional associations as well as academic insitutions.

The meeting included several "working group" sessions and a business meeting of the association. Reports of the working group sessions and the draft minutes of the business meeting are attached.

2. Board Meeting.

Following the annual meeting, a meeting of the Board of Directors of Open Mind was held in New Orleans, Louisiana, on February 5 and 6, 1993. The draft minutes of the Board Meeting are appended to this report.

3. Conference Follow-Up Activities.

A number of follow-up activities have been initiated. These include the publication of a newsletter (example attached), the publication of a research paper series, and the production of a videocassette on the achievement of the pluralistic campus. At the time of writing, all of these activities are under way.

4. Annual Meeting, 1993.

Open Mind, met again in New Orleans, Louisiana, between September 16 and 19, 1993. The meeting was attended by approximately 100 delegates, again representing all ethnic groups, areas and levels of academia from graduate students through university presidents. There was significant representation from every geographic region of the nation and from professional associations as well as academic insitutions. The agenda of the meeting is attached, as is a letter delivered by graduate student delegates to the board of Open Mind, at the meeting. Stemming from the meeting, Open Mind began sponsoring the distribution of scholarly works on the subject of diversity, an example of which is enclosed.

5. Inventions, etc.

There were no inventions, patentable or otherwise, stemming from this project.

APPENDIX 1

WORKING GROUP REPORTS
Albuquerque Meeting

DRAFT

Summary of Work Group Reports From OpenMind Meeting on October 16 -18, 1992

Colleagues:

Following is a summary of the reports from the work groups. We used the format of looking at responses to Myrna's questions. We believe that the responses taken together could form the basis for a short report if some of the ideas are explained and amplified. I am in the process of trying to do just that and would welcome your suggestions. Call or write.

Trevor

The task for the work groups was set forth by Myrna in three questions with subsets. Not all questions were addressed by every group and some questions were given more consideration in the reports than other questions.

1. *Evaluate our progress, including our policies, practices, procedures and organizational structure.* *(The following answers are a compilation.)*

First, and most importantly, we believe the need for OpenMind remains, and is perhaps even greater than when it was founded.

What has the organization done? Organized and structured the organization; maintained a workable size; established a newsletter, established a membership roster, organized national meetings, established by-laws for the organization; developed a mission statement with goals and policy action groups; maintained on-going meetings; presented at other conferences and national meetings and maintained its ability to be inclusive.

The organization has been effective in providing a forum for us to dialogue, share experiences and attempt to build an agenda for action while maintaining a respect and regard of the diversity of the groups involved. It has also affirmed our individual commitment and efforts and provided a support system.

The early work of OpenMind, which was characterized as both "beautiful and important," has not yet been transformed into an organizational structure adequate to meet its objectives. Its small very busy membership has been unable to do the extra work that is essential to the development of the association.

OpenMind's early publication, ... made a substantial internal impact ..., but the fact that no further publications have been prepared in the last two years is a matter of concern, ...

The By-laws were found to be quite clear and pertinent in regard to the duties and responsibilities of PAGs and conveners.

The circumstances within which OpenMind is working are undergoing important changes, not only due to the conflicts that arise between different ethnic groups, which perceive themselves to be in competition, but also due to immigration and the beginning of NAFTA....

A review of the brochure indicates that the present purposes and concerns of OpenMind remain vital ....

•Where are we?

We have not made as much progress as desired toward developing as an organization because of the difficulty and complexity of the mission. We need clearly defined opportunities to strengthen the internal dialogue .... we identified several impediments to our efforts;

the PAG structure has yet to facilitate an effective structure for achieving the goals

it is unrealistic to achieve the numbers and range of activities required to meet the goals in the short term

our work as individuals wasn't directly or formally connected to OpenMind as an organization ...

Revisiting and rewriting the goals of OpenMind.

•What should we be doing?

Group I recommends: We see OpenMind as an organization which must "influence the influential" in order to bring about needed changes. By far the overriding group of influentials to be targeted is the faculty, and each project we undertake should have this as an important direct or indirect goal!

A corollary aim is to assist and support graduate students - future faculty - particularly those who are in a position to help bring about the pluralistic, multicultural university community we seek.

OpenMind should institutionalize the idea or principle that one of its reasons for existence is to establish among its members a community of supportive and caring individuals. This may be accomplished through retreats or similar settings dedicated to community building. (The full body of the following recommendations are in the group report.)

Build & disseminate an inventory of successful diversification programs (a clearinghouse for information).

Provide consulting services for campuses.

Help shape government programs initiatives, and priorities; and accrediting agencies' standards and practices.

Reach out to, and influence, more faculty, collaborate with disciplinary and other relevant associations, especially their ethnic and women's caucuses.

Be of assistance to graduate students in their searches for academic positions.

We also recommend enhancing the structure of the organization. The PAGs need to be continued. There also needs to be a mechanism for putting into action their ideas and advancing our priorities. The following committees are recommended:

Promotion and Marketing
-creating visibility for OpenMind, panel presentations, writing articles & papers, and aggressive outreach

Publications
-early priority would be the production of a Handbook for Campuses, the responsibility for the organization's newsletter and all official publications

Consulting
-match up requests for assistance with resources

Public Policy
-prepare and present the official positions on matters of broad concern.

Group II recommends:

High Priority Items;

-serve as a counter force to the NAS and similar conservative groups; serve as an idea exchange, ..., and repository for pertinent information; foster overall institution-wide efforts to enhance diversity by encouraging a total campus or system-wide approach; forge linkages with other major groups to work for diversity, ...; bring together cadres of scholars, leaders, staff and students who have been successful in transforming campuses.

Lower Priority Items;

-serve as a force to support diversity efforts such as the stand taken by Middle States Accreditation group; define terms and create a common language for OpenMind and increase the understanding of OpenMind members, & others, about the political nature of institutions of higher ed.

As an Organizational Structure (committees or pags):

-training & development,
-support & advocacy,
-enhancing institutional transformation,
-providing a forum for scholarship (research, curriculum, ...),
-facilitating inter- & intra-group organization.

Group III recommends: The organization should, in addition to its national meeting, develop regional meetings. Meeting once a year is not enough time to get

things done. The need to incorporate regional meetings led into a discussion on analyzing clusters. Clustering would be an effective way of moving the organization forward. Go forward with regionalization.

A formal analysis of the membership should be done indicating geographic and demographic breakdown.

It was noted that the original focus of OpenMind was in the role of faculty ... So how do you develop an organizational structure that will involve faculty? ...(It appears that NAS has been effective because of two factors - faculty involvement & campus based - lets take a look at how they did it.)

There is a need at some point to develop a scholarly journal for the organization. Members can share their research, a monograph could be developed.

While the preamble, mission and goals of the organization have general agreement they need to be incorporated into a set of principles that transcend particular groups and particular individuals.

We need to move to the action phase. We need to know who we are and who we want to be. All groups in Toyama's letter should be included but should not function as caucuses.

The by-laws provide the standard committee structure. A membership committee needs to be added and the committees need to be up and functioning. Identify committee chairs of all committees (add membership).

Group IV recommends: three areas to concentrate on;

growth of the organization in developmental stages, ...

developing and defining a discourse of diversity, ...

promoting greater collaboration and understanding, ...

The structure of OpenMind needs to reflect a different and alternative organizational culture in all of its activities and discussions to be consistent and to maintain the integrity of diversity. We recommend both a national and regional focus, ...

Coalition building is a means to begin developing and defining the discourse and promoting greater understanding and collaboration.

Group V recommends:

accepting and endorsing the mission statement as presently framed,

accepting the PAG structure as set out in the by-laws, with attention to certain priorities, that is to student access and retention, but continuing to affirm the values of multicultural understanding and practice which defines all OpenMind activities,

remaining open to group caucuses on any principle and the freedom of groups to articulate their concerns to the full group,

affirming our concern to serve the great diversity of ethnic groups but without demanding that all members be required to identify themselves with one in particular,

it was further asked that a new logo be designed based on the circle.

provide graduate students with a forum to give expression to their difficulties and also provide guidance to such solutions as are presently possible. Press for student access and retention.

use our diverse and dispersed membership in offering visitation teams to assist institutions in their efforts to find workable means to achieve greater diversity.

Funding is a priority.

Some attention should be given to the focus of membership and participation for undergraduate students as well as staff other than administrators and faculty.

Graduate Students recommend:

promote and support greater recruitment and retention of graduate students involved in multicultural research as well as greater diversity of peoples within the sciences. ...

have OpenMind recognize the diversity of voices and discourse styles within its own membership. OpenMind needs to represent the ideas of all and all ideas need to be treated with courtesy and respect.

we would like to see OpenMind explore all avenues of possible communication to bring about change, whether this be federal officials, administrators, faculty, potential students etc. We need to understand everyone's language.

appoint a graduate student to the executive board.

•How do we promote ourselves and our work?

This question was discussed in the "Media Workshop". Each member can:

-Get the word out on you and OpenMind. Tell your campus PR person that you attended this conference.

-Let your campus PR office know the issues about which you are an expert. Let them know you are available to be interviewed, write or speak on those issues.

-Take positions on national issues and relate the issues to your own campus. Do white papers.

-When you write for publication, identify yourself as a member of OpenMind.

-Op Ed pieces are important. Weekly newspapers are important for influencing at a grassroots level ....

-Although television is hard to break into you can call up your local station and suggest a story. Community or public access cable is sometimes very receptive to special programs.

-Always identify with OpenMind when writing or advocating a position that fits in with the goals of the organization.

The Association can:

-Develop a list of writers who write on specific ethnic issues. These writers can be targeted for contact every time a relevant issue arises.

-Develop a good camera ready promotional brochure that can be copied. Members can take brochures to every speaking event, conference, etc. for distribution.

-Plan PR strategy, include print media, TV and brochures. Identify good Op Ed writers, get them to help. Use catchy phrases, e.g., "the next sound you hear may be a mind closing," "education cuts don't heal," "remember what you are doing comes from the soul."

-Develop an OpenMind hotline. Identify emerging issues.

The following sub-set questions to # 1 , how do we recruit new members? how do we increase participation - especially teaching faculty ...?, were not discussed in the written reports.

•What about Policy/Action Groups?

There were several comments made throughout the reports as to the importance of the PAGs. Comments on how they are structured and utilized varied. i.e.

Group I: The PAGs need to be continued. They are performing an invaluable service, by laying out the philosophical underpinnings and vision for all of us. There needs to be a mechanism for putting their ideas into action. We recommend a committee structure (see structure under "what should we be doing").

Group III: There was general recognition that the PAGs had, in fact, not been effective and that the actual effectiveness depended, in large part, on the availability of the PAGs consensus. PAGs are more programmatic and the groups are too large. It was suggested that maybe standard committee structures would be more effective. Perhaps one of the PAGs should be proposed as a major project for the organization. The PAGs should be prioritized. The PAG priority should be #3 The New Scholarship and Curriculum Change.

Group IV: PAGs are important issue areas but may not be the best structure for organizing work. The PAG structure has yet to facilitate an effective structure for achieving the goals.

Group V: Accept the PAG structure as set out in the by-laws, with attention to certain priorities. i.e., student access and retention, but continuing to affirm the values of multicultural understanding and practice which defines all OpenMind activities.

2. Set priorities for achieving current OpenMind goals.

This questions was not answered directly but is referenced in the suggestions listed in question #1, under the heading "what should we be doing" they are in priority order by group.

•What is our special niche in relationship to other organizations with similar goals?

OpenMind should institutionalize the idea or principle that one of its reasons for existence is to establish among its members a community of supportive and caring individuals.

A cursory review of the membership indicates that our group is a representative sample of the OpenMind membership: faculty, administrators and students.

The organization has been effective in providing a forum for us to dialogue, share experiences and attempt to build an agenda for action while maintaining a respect and regard for the diversity of the groups involved.

3. Chart our future direction and the activities to be undertaken as the means for reaching the high priority goals.

The answers to this part of the question were addressed under question #1.

•Should we inaugurate an Institute for the Study of Diversity? Where? How?

Group IV: facilitate the discussion of an institute for the study of diversity and eventual development of such an institute.

The following sub-sections of question 3 were not addressed in the written reports.. **Get down the specifics: Who is to do what, when, how? What will it cost? What do we do alone, what do we do in concert with other organizations? Which ones? How do we distribute our videotapes, our research, our reports, our ideas?**

APPENDIX 2

BUSINESS MEETING DRAFT MINUTES
Albuquerque Meeting

OPENMIND - Business Meeting, October 18, 1992
La Posada, Albuquerque, New Mexico

MINUTES

Chair Myrna C. Adams called the meeting to order. More than a quorum of members were present.

Minutes of the Annual Meeting of September 28, 1991, were accepted as circulated.

Treasurer Alexander H. King presented a financial report for the fiscal year July, 1991-June 1992, showing revenues of $18,007, expenses of $18,375, and a closing balance of $6,264.

The Treasurer presented the report of the Ad Hoc Committee on Finance and Structure. A motion was made, seconded and passed to accept the new dues levels for Supporting Fellows, Fellows, Affiliates and Graduate Students. After discussion, it was further moved, seconded and passed that the institution/organization membership be accepted. (Copy of report is attached.)

Secretary Elizabeth L. Wadsworth, moved suspension of items in the Bylaws of OpenMind, to enable the Annual Meeting to transact or defer certain items of business in 1992. The motion was seconded and passed unanimously. The items suspended were Articles Three (Sections 1,a.,b. and 2,a.), Five (Sec. 2 and 3), Six (Sec. 2.) and Seven (Sec. 3,b.,c.).

The Chair appointed the following members to serve, along with the OpenMind officers, as a one-year interim Board of Directors: Frank Bonilla, Maria Canino, Joanne Hecker, Charlotte Heth, Evelyn Hu-DeHart, Rita Joyola, Joyce Justus, Jackie Looney, Ann Pruitt, Al Ramirez, Dereck Rovaris, Jean Standness, Judy Toyoma, Bill Trent, Natalia Vesey.

Judy Toyoma read the Nominating Committee report, presenting a single slate of candidates for the offices of President and President Elect for the 1992-1993 year: Dr. Trevor L. Chandler, Assistant Vice Chancellor for Campus Diversity at the University of California, Davis, and William B. Harvey, Associate Professor in the College of Education and Psychology at North Carolina State University. A motion to accept the Nominating Committee report was passed. A motion to elect the nominees was made, seconded and carried.

Myrna Adams became Immediate Past President. Continuing for a second year in office were Alex King, Treasurer and Elizabeth Wadsworth, Secretary.

Nine graduate students submitted a "Statement to Open Mind," recommending attention to diversity, to full communication within its meetings and to the success of graduate students from "cultural microcosms." The students recommended that a graduate student be a member of the Executive Committee. The meeting accepted the report, agreeing that its concerns should inform OpenMind action. The Chair noted the presence of two graduate students on the already-appointed, one-year interim Board of Directors.

OpenMind officers and directors were urged to seek coalitions with appropriate organizations, particularly with the aim of increasing faculty participation in work toward OpenMind goals.

ORIGINAL PAGE IS
OF POOR QUALITY

Report of Ad Hoc Committee on Finance and Structure

OpenMind Conference, October 17, 1992

Members: Alex King, Chair; Maria Canino, Mimi Coffey, David McDonald, Anne Medicine, Marshall Morris, Cedric Page, Bill Thompson, Judy Toyama, Elizabeth Wadsworth, Janice White.

Policy: Dues from Open Mind memberships should support the ongoing work of the organization. Projects should be supported from outside sources, including grants.

Policy: Until such time as OpenMind has the financial strength to support a central office on its own, it will be assumed that the president's home institution will serve as host to the organization. "Hosting" will include mailing address, membership response and other sustaining operations.

New Dues Structure

Institutions, Organizations	$250
Supporting Fellows	100
Fellows	50
Affiliates	25
Graduate Students	15

Projected Memberships and Income, 1992-1993:

Institutions, Organizations	20 @ 250	5,000
Supporting Fellows	100 @ 100	10,000
Fellows	100 @ 100	5,000
Affiliates	40 @ 25	1,000
Graduate Students	20 @ 15	300
		21,300

Institutional Memberships

An institution (one campus) or organization accepting membership in OpenMind will be entitled to membership as fellow for the President/Chancellor/Chair or a designee. Institutional or organizational application for membership will be signed by the President/Chancellor/Chair and will name the designee, if appropriate. The application will include a statement of acceptance of the mission and goals of OpenMind. (The application will also carry a disclaimer of any kind of certification of institutional members by OpenMind with respect to diversity.)

OpenMind Structure

It was agreed that the present formal structure of OpenMind allows for all activities currently envisioned, including the development of regional activities. The OpenMind Bylaw provisions for working groups (called Policy Action Groups) allow for the creation of structures to support projects. Members of the committee agreed that amendment provisions of the Bylaws allow for future development of formal substructures as needed.

Chair Adams reported that occasions arise when it might be appropriate to give other organizations a list of OpenMind members. Those present suggested that OpenMind obtain general permission for such use from individual members.

The incoming President of OpenMind was directed to communicate on behalf of OpenMind with the three presidential campaigns and then to communicate with the transition team of the winner. The Secretary was directed to send news of the OpenMind election to the Chronicle of Higher Education.

Acknowledging the difficulty of action on specific objectives when the active group has a national membership, OpenMind members, directors and officers agreed to establish ad hoc regional groups for the 1992-1993 year. Initial group meetings were scheduled to follow the Annual Meeting. Regions were identified as Southeast, Central, West, California and Northeast.

Chair Myrna Adams passed the gavel to incoming President Trevor Chandler. The new President remarked on the continuing exploration that is OpenMind in action. The idea of diversity is not clear and fixed, but is developing. Trust is crucial for members; as people are added, we learn together. So it must be if we are to do what we want to do.

There being no further business, the meeting was adjourned.

Respectfully submitted, Elizabeth Wadsworth, Secretary

APPENDIX 3

BOARD OF DIRECTORS DRAFT MINUTES
New Orleans Board Meeting

To: OpenMind Board Members
From: Elizabeth Wadsworth
Date: March 23, 1993

Here are extensive notes from our meeting in New Orleans, February 5-6. I suggest the following as the best approach:

- Scan the whole document for the items marked "**." These are for action by all Board Members.

- Check the headings in the list below for the things you're most concerned with. Read, digest and take action as appropriate.

- Read the rest over lightly, to refresh memory (and check my accuracy) for what we did/decided/talked about in New Orleans.

- Read and mark the "Questions and Comments Still Open" section for any priorities you see for the Board. Let Trevor Chandler know. Otherwise, these items will be picked up as we go along--or dropped.

- IF YOU HAVE CORRECTIONS, LET ME KNOW. 15-06U Meadow Lakes, Hightstown, NJ 08520; 609 426 6135.

* *

OPEN MIND - BOARD OF DIRECTORS
Meeting, February 5-6, 1993, Xavier University, New Orleans

Present: Myrna C. Adams, Frank Bonilla, Maria J. Canino, Deborah Carter, Trevor L. Chandler, Eleanor Fontes-Fulton, William B. Harvey, Evelyn Hu-DeHart, Ted Jojola, Alexander H. King, Jacqueline Looney, Nina P. Moore, Anne S. Pruitt, Albert Ramirez, Dereck J. Rovaris, Judith S. Toyama, Natalia Vasey, Elizabeth L. Wadsworth, Janice G. White.

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QUESTIONS AND COMMENTS STILL OPEN 9

OPENMIND Board of Directors Meeting, February 5-6, 1993 - New Orleans

** All board members to take action on starred items. Individual assignments are shown by name.

ACTION MANDATES

Actions suggested from Workgroups 1992

1. Retreats
2. Panel presentations
3. Writing articles, publications
4. Handbook for campus
5. Regional meetings
6. Membership committee
7. Coalition building
8. Graduate student response letter, to get grassroots issues

Minutes of Albuquerque annual meeting to be sent to board members.

Charter OpenMind in New York State. Wadsworth and Adams to do it.

ACTIONS AFTER ALBUQUERQUE

Newsletter, 1.93, p. 2, reported "themes" from '92 conference. Responses from New Orleans meeting: (EL Wadsworth to write for next Newsletter)

1. More faculty involvement in OM. Charge to Membership Committee. Also, our own efforts can and should be directed to finding appropriate faculty members on our campuses.
2. Active support for Graduate Students. 1993 Conference. Finding ways of funding involvement of graduate students ; campus climate issue.
3. Coalescing. Carter will explore. Board affiliations taken. Find out national meetings. Get on agendas. Etc. Invite them to our conference; they publicize our conference in their media.
4. Develop effective intra- and inter-group communication. 1993 Conference theme. Hu-DeHart/CSERA publication directed toward this topic.
5. More frequent interaction. Discussed, but specifics not developed. Pending. Carry over.
6. Disseminate information on successful diversity initiatives. Newsletter will report on OM '92 conference survey. '93 conference inviting materials.
7. Develop and disseminate materials on diversity. Newsletter; publication.
8. OM respond to and influence national concerns, issues. Carry over.
9. Create a new, common language. 1993 Conference.

BURNING ISSUES

1. Funding Crisis in Student Financial Aid
2. Ethnic Studies Curricula, Scholarship
3. Political Action
4. Campus Climate
5. Minority Student Performance
6. Building Trust

Example: 1. Funding crisis, student financial aid. We have to take public position on options. Don't drop funding of student financial aid. What is the policy for national service and other options? No needs assessment? What does that mean for poor and minority students? What of Patricia Roberts Harris scholarships? Judy Toyama will follow these.
Example: 1. Funding crisis, student financial aid. See "CONFERENCE"

Example: 2. Ethnic Studies. Evelyn Hu-DeHart and CSERA working on it in proposed bibliography. The project could drive the 1992-93 work of PAG 3, since it relates to scholarship and curriculum. PAG can develop a policy statement, regional groups can combine of publication with policy statement for variety of meetings and/or other actions. The conference then builds on the accumulated scholarship, statement, action.

Example: 4. Campus Climate. The appropriate issue for PAG 5.
Example: 4. Campus Climate. See "CONFERENCE"

Example: 5. Minority student performance. Project on this issue is probably fundable. Empowerment issue is critical. "How do we make it in spite of the obstacles of racism?" (Among obstacles, e.g.: media pick-up on AA graduate rates, but dot not explain, understand; on campus, situation is "not discussable.") To study: Students on black campuses vs those on white campuses; students from HBCs in white institutions; graduates as well as undergraduates.

Example: 6. Incorporate in all items.

COALITIONS, SOURCES OF HELP

Are there institutions that are working specifically on our PAG issues?

Myrna Adams will work with Deborah Carter and with Jackie Looney--ACE and CGS.

Board and members can bridge OM and organizations we belong to.

** Board members to list their organizational affiliations. Formalize relation through presidential letter? Listing? These might be key organizations to invite to next conference.

OM co-sponsor meetings.

COMMITTEES

Publications: Evelyn Hu-DeHart, Ted Jojola, Al Ramirez, Nina Moore
Membership: Myrna Adams, Maria Canino, Bill Harvey, Jackie Looney, Judy Toyama, Janice White
Funding: Myrna Adams, Frank Bonilla, Deborah Carter, Trevor Chandler, Bill Harvey, Alex King, Anne Pruitt, Natalia Vasey, Elizabeth Wadsworth
Conference: Trevor Chandler, Dereck Rovaris, Natalia Vasey, Elizabeth Wadsworth

CONFERENCE 1993

Conference design is to go out from Conference Committee asap.

Stipulations:

New Orleans - Appropriate hotel not more than $100/day. Date--Thursday afternoon

OPEN MIND typically we do 3 things: 1 Organize; 2 Develop scholarly work on issues OM is concerned with; 3 Policy/action. Relate these to the conference.

We don't want to be talked to. Want to talk to each other.

Logistics, because of work groups: Who is coming, where from; coordination among individuals. Hearing from burning issue folks, then making these part of the conference.

e.g. CONFERENCE Initiating Dialogue, Building Trust
Initiating Dialogue, Celebrating Diversity

Community & Pluralism in Higher Education
A conference devoted to improving campus climate and curricular enhancement

e.g. CAMPUS CLIMATE - issue at conference under Janice White's leadership, based on institutional change work at Capital University Law School. Building trust among student groups; training multi-cultural, multi-level team; sub-group-developed campus plan, to be implemented 2nd year.

Issues: access, mentoring, scholarship, inter-group relations, etc. OM help define issues, from many points of view.

A model approach to campus climate issues: Survey, plan, action. For conference: Collect surveys (Duke, Berkeley, Stanford, etc.), their forms. Collect examples of product. Feedback from campuses. Workshop at conference, with possible OM outcomes to publish: policy statement (OM position on what has to be done), models, essential steps. Jackie Looney and Janice White co-chairs.

** Board members to send campus-climate-relevant forms, information to Jackie/Janice.

CONFERENCE 1993 - BYLAW REVISION

Revision of ARTICLE THREE, Section 1., as suggested at 1992 annual meeting. (Secretary will supply text for prior circulation.)

CONFERENCE 1993 - FUNDING

Cost to local institutions: $6000 at NMU. CU $2500.

1991, 1992 NASA grants subsidized travel of graduate students and faculty who could not otherwise come

New Orleans requires longer advance hold on hotels than previous venues.

Funding is crucial; we're dead in the water until the money appears. If the issues will bring 200 people, then not a problem.
Fund-Raising need: grant for next conference--$50,000. NASA grant renewable? Probably not. Combine conference funding with other, since conference is difficult to fund.

CONFERENCE 1993 - POSSIBILITIES

Ask Vernon Jordon to do a session on Opportunities with the Clinton Administration.
Get Secretary of Education at our meeting.

Take a look at funding of students issue; presentor from the Secretariat. Deborah Carter can do it.

Also a speaker on how funding for students works? Involve everything in government financing, deficits, etc. OM people need to learn about university process; state and federal; any policy statements must come from being informed and knowledgeable.

Budget and financing workshop, pre- or post-conference, for minority faculty and staff in administrative positions? Cover both state and federal. (Myrna Adams and Frank Bonilla to identify who could do this? Marie Mcdemmon, Chief Financial Officer of Florida Atlantic.)

Topics/issues: (See also BURNING ISSUES, above)
- cross-racial student interaction
- mentoring - faculty/graduate students
- faculty-student interaction
- student achievement
- scholarship/tenure review
- junior faculty development

Job Search session at conference (Tom Rief) Booklet? CIC, and others already do.

Handbooks that exist: Publications Committee review and hold session at conference? (Action Mandate item 4.)

CSERA PROJECT (See also PUBLICATIONS)

Evelyn Hu-DeHart and the Center for the Study of Ethnicity and Race in America to come up with publication on thoughts/scholarship issues; action. Existing and new literature. Get it and put it together. Clearinghouse. Money: If Colorado scholars, CSERA might contribute to get it out. "Edited and published by OPEN MIND and University of . . ."

Publications Committee to collect stuff. Get permissions and reproduce them. Committee: Evelyn Hu-DeHart; Al Ramirez; Ted Jojola; Bill Harvey, Maria Canino. JUST SEND IT. MARCH 15 DEADLINE.

OPENMIND Board of Directors Meeting, February 5-6, 1993 - New Orleans

MEMBERSHIP DRIVE

** ° Using what we have: each board member will entice institution to becoming institutional member. Also use contacts with other institutions. For materials, ask Membership Committee.

Send Albert Ramirez, "Achieving the Pluralistic University" to new members.

Individual membership depends on mailing and member recruiting.
Institutional membership depends on members.

Membership Committee: Follow up on people at Boulder and at Albuquerque.
There should be regional members on the membership committee.
** Every board member must reach out to new members.

MEMBERSHIP DRIVE, AREA REPRESENTATIVES

Membership is something Area Representatives can do. When someone joins, regional person calls and welcomes, becomes networking focus.

Put area rep names in "dear colleague" letter for new members. Send names of new dues payers to area reps.

Membership form: Mail brochure

MEMBERSHIP DUES NOTICES, ROSTER

Due to be requested annually in October, reminder in December, late notice in January. Advantage: Membership year and tax year coincide.

Membership drive in January, February, March, April and May to counteract weighting of fall conference. (New members at conference gain conference fee advantages but otherwise have a short year.)

Contact points with members: brochure; response to joining; newsletter.

Keeping track of members: System? Need to computerize list, develop system for updating, reminders, etc. Pro tem, Myrna Adams will have membership lists kept at Stony Brook, with dates of when dues are paid.

NEWSLETTER

January issue will go out in February. # of copies? $500., 1000+ ordered.
Send to people we want to interest in OM, as well as members. OM past members. (Myrna Adams's list of people who have expressed interest.)

** Each Board member will receive 20-25 copies to distribute on campus.
** Request material for next issue, to go out in May.

Possibility: insert page, one side information, the other application.

Future newsletters: information about relevant publications.

How fund future newsletters? No guarantee in present system. Note: 20 new members pay for newsletter. ($500) Newsletters per year: Four.

How budget? Ask for proposals from campuses to put out newsletter. MCA says SUSB could do. MCA will submit to SUSB graphics dept. HARD PART: getting information.

NOMINATING COMMITTEE

** Nominations - Judy needs to know whether all board is willing to serve. Next terms will be staggered, from one to three years.

OPEN MIND FINANCE - GRANTS

Fund Raising projects. Bill Harvey to attend session on "How foundations can help institutions achieve diversity." Let them know what OM is about. What are they currently funding? Harvey, Hu-DeHart, Chandler will attend AAHE. Seek similar information.

** Notions from board?

To approach NY funding world: Use New York and nearby OM board members.
IDENTIFY PROJECTS. Board agree on projects? Then Funding Committee work together. Take pieces to foundations.

For instance:
STUDENTS IN JEOPARDY - national mentoring program--might be fundable; major effort; regional start preferable?
CLEARINGHOUSE - not fundable. Requires not just information but connecting it to libraries--through ERIC and/or university library system. All libraries suffering with journals and databases, now very costly. (Myrna Adams to be in touch with Black Caucus of American Library Assoc.)

OPEN MIND FINANCE - TREASURER

Alex King will be out of the US before the end of summer, '93. He will seek an acting Treasurer to serve in his absence.

Current financial system: Membership accounts in one fund - Stony Brook Foundation, which confers tax exempt status. Trevor Chandler to see if Davis has similar tax-exempt entity to hold such funds. (Can probably keep at SUSB, even in absence of Alex King and Myrna Adams.)

NASA grant was tax free from source; deposited in SUNY Research Fndtn.

OPEN MIND MISSION, GOALS

Mission: Increase the presence and influence of minority people.
Developing expertise as a means for doing this?
Looking at the current scene: The mission: to increase presence and influence of culturally diverse scholars

How does--or should--OM deal with these:
Financing higher education, Legitimacy of ethnic studies, Campus climate, Jeopardy of minority students
Have to bring substantial accomplishment from inside OpenMind. Can't "commission" stuff from outside. Have to do it from inside.

OPEN MIND WAYS OF WORK

Get stuff from people who are doing it. e.g.Evelyn to write policy statement on Ethnic Studies. Frank to write policy on research centers.

Use memberships more efficiently. Call on people to work on issues that they are already working on. Reconcile OM work and salaried work. Survey members. If we have information on what people are doing, then we can go to persons to work on their already existing specialty.

Maybe best organization is to break down related to salaried work. We still have the need to examine these issues.

How to set priorities: Combine available interest, expertise, funding.

In any given period some PAGs (or other issue groups) would be dormant. Others very active.

POLICY - HOST INSTITUTIONAL MEMBERS

Make past OM conference host institutions permanent institutional members. e.g. SUNY at Stony Brook, Xavier, Universities of Colorado and New Mexico

POLICY - LATINO/A

Latino--masculine only; OM will use "Latino/a, Latinos/as."

POLICY - MEMBERSHIP FORM

Membership form: for fiscal year. FORM - Participation - Change: They are part of a national, multi-cultural, multi-disciplinary network concerned with excellence and diversity.

Leave "Mail to:" blank, for changing addresses. Use stamp or label.

Institution/Organization Member - Include space to check off for separate form. (Which would include the sign-off of institutional support.) "Institution/Organization membership is available, please send for membership information." Membership committee develop form to include the sign-off of institutional support.

POLICY - MEMBERSHIP YEAR

OM membership year will be January 1 through December 31. Current members run to December 31, 1993.

OPENMIND Board of Directors Meeting, February 5-6, 1993 - New Orleans

POLICY - PREAMBLE

Remove next-to-last sentence of Preamble through "international level".

POLICY - RACE, ETHNICITY, TRIBE INFORMATION

"Race, ethnicity, tribe" - Keep it the same? Self identification: race, ethnicity, tribe, other. Keep these categories, solely for internal use of the organization in achieving/maintaining diversity.

PUBLICATIONS

Publications Committee will develop IMPART: The Journal of OpenMind. Ted Jojola working on logo. Ready for next conference; new members will receive.

Types of materials to be sought: Organizational documents, research reprints, resources information, bibliography, syllabi--all with subject matter relevant to OM concerns and "burning issues." Format: "Living Book" which OM can update every year; binder allowing for update and outdate, with envelope to hold pamphlets, etc.

** Content: needs to be in by March 15. Focus on the 6 burning issues.

Later: Sell it in disk format to people?

On hand: 19 cartons of OM Policy & Action book. How distribute? Relation to living book?

QUESTIONS AND COMMENTS STILL OPEN
(Some of the following are addressed in actions undertaken, some are not. Many are questions/comments that recur. Some are contrary to decisions made but were not discussed and, therefore, not dealt with.)

We're not in business of how to establish but how to recognize what's already there. Key model that we have to evolve. We're not trying to develop homogeneous but diverse sense of self and how to communicate and get stuff done.

We do Thought, Action
We want Presence, Power

We are not an institute that sits down together all year long and thinks about these things together. We are far apart. We are busy.

How best accumulate thoughts? How disseminate (take action)? What actions are we able to take? Who will do it? How keep us on the campuses?

OM contribution brings together people in an ambience of learning, collaboration, sharing.
Papers in Albuquerque need to be processed. One document to include all.
Do in collaborative way, among various groups who form our constituency. Make provision for multi-ethnic, multi-cultural collaboration.

What is OM's contribution to influence? Bring groups together, asking them to work beforehand on specific topic? Do we ask campuses to take on issues? What have we learned about OM's strength that we can build on to move forward, to build a base of influence? Look at organizations and institutions.

Well organized opposition - we need to get members to press buttons so Pat Robertson is not getting all the air.

OM situation is better with new the Clinton administration. At Stony Brook, there's a surge from the right--and a worrisome complacency on the left.

MOTION: Retain PAGs. (Because they represent the principle of combining policy--based on information/research--and action, which may be of any appropriate kind. Aim was to focus work around significant and continuing issues, whatever might be the current form of need and response.)

Historically, the structure did not work in action. The action did not get off the ground between national meetings. Aimed at autonomy with central clearing. But action did not occur autonomously.

PAG not the only way; not best way. OM needs other ways. (e.g. regional)

Early PAGs worked, because there were many meetings. Publication came out. Coalition and other meetings took place. When meetings stopped, action virtually stopped. OM sought money for PAGs to keep meetings going.

At Albuquerque people asked for continuing work committees.

Whatever we call PAGs, we have to take on responsibility.

What kind of organizing at Board level can bring about action at campus level?
Next three years: concentrate on assisting other groups that are having meetings. e.g. On the West Coast, John Slaughter is doing diversity in a new way that's interesting. OM could be additional sponsor. That function could bring its issues to that conference.
In Washington, we could become part of supporting organization and inject OM's ideas and issues. Then we do not have the problem of spending finance and time to do national meetings, etc.
Evaluate accomplishments in three years.

There's a role for OM specifically. If we don't do it, we diffuse our organizational effort.

OM is either an organization where empowerment of underrepresented is the issue, or we might as well go be voices of one in other organizations. Principal cut is our ethnic diversity. National reach is our niche.

To do nothing from national meeting to national meeting is a mistake. Using membership and information, can have regional meetings.

APPENDIX 4

OPEN MIND NEWSLETTER

SAMPLE

OpenMind NEWS

The Association for the Achievement of Cultural Diversity in Higher Education

Jan 1993 Vol. 1 No. 2

Dear Friends:

We would like to extend our most sincere thanks to all the individuals at the University of New Mexico who organized the 1992 OPENMIND meeting. In particular, African American Studies, Chicano Studies, Native American Studies, the Southwest Hispanic Research Institute, and Women's Studies. A very special thanks to Ted Jojola and his staff, especially Rita Kirk for keeping everything moving.

On behalf of all those who went to the Pueblos of Laguna and Acoma, we would like to extend our gratitude to all the people who shared their time and their special place. It is difficult to find words to describe the experience of standing atop the mesa at Acoma, surrounded by a lifeforce still strong in spite of history. There was a feeling that one could see the point where the earth meets the sky, and if you listened carefully you could hear the silence in the wind. It became clear that whatever our individual traditions, cultures or beliefs, on this earth we all become one in the circle of life. Our thanks to all those who came before us and for all those yet to come.

Our thanks and appreciation would not be complete without recognizing the time and energy Myrna Adams, Immediate Past President, put into building OPENMIND. Thank you Myrna for your unwavering commitment (and incessant prodding!) to creating a strong national organization dedicated to achieving diversity in higher education.

Trevor L. Chandler
President, OPENMIND

OPENMIND 1993 AND BEYOND . . .

The second annual meeting of OPENMIND (October 15-18, 1992) brought over 65 members to Albuquerque, New Mexico for 4 days of work, reflection and rejuvenation. The purpose of this year's meeting was to clarify and sharpen the role of OPENMIND. Five work groups were formed to evaluate our progress, set priorities for achieving our goals, and develop strategies to achieve and optimize diversity in higher education. Each group worked on the same questions and presented a report to the membership present at the meeting.

Though each group approached the task differently, and recommendations about organizational structure, priorities and strategies varied widely, the overall mission and long-range goals were reaffirmed.

MISSION:

OPENMIND exists to increase the presence and influence of culturally diverse scholars—researchers and educators—in colleges, professional schools and universities. It also strives to challenge and broaden the canons of knowledge, scholarship and pedagogy, through vision, leadership and action. The focus is on issues of the underrepresented, women and men, both in institutions and in disciplines, and particularly on those issues of concern to African Americans, Native American Indians, Asian and Pacific Americans, and Latinos.

GOALS:

1. To increase the numbers and the scholarly accomplishments of culturally diverse graduate and professional students and faculty by advocating for, guiding and facilitating their entry, retention and professional advancement in higher education.
2. To explore mentoring and other means by which faculty members can directly enhance successful scholarly commitment and development of culturally diverse graduate and professional students.
3. To broaden disciplinary canons by devising strategies for the transformation of scholarship to include practice and teaching, in addition to discovery, as sources of knowledge.
4. To illuminate omissions, errors and biases in the curriculum which distort, diminish or deny the contributions of peoples of color to the development of knowledge.
5. To foster research on the obstacles to full participation of culturally diverse populations in institutions of higher education.
6. To contribute to the development of public policy at local, state and federal levels related to the promotion of cultural diversity and culturally diverse scholarship in higher education.
7. To increase the number of culturally diverse decision makers at all levels of higher education.
8. To use or change the current system of incentives and rewards to bring African American, American Indian, Asian and Pacific American, and Latino men and women—where they are underrepresented—into scholarly careers.
9. To promote understanding and collaboration among the groups we seek to serve in their quest for equity and justice.
10. To define and realize the culturally diverse campus, one that is free of racist and prejudiced behavior that negatively affects individuals and groups.

There was clear consensus that the need for OPENMIND continues to exist. One of the key strengths of OPENMIND is the focus

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OPEN MIND 1993

continued from front page

on bringing together a multitude of voices, from many levels — graduate students, faculty, staff and administrators — and from many institutions to work towards creating new understandings about what it means to be part of a multicultural society. It provides a solid network and strong support system for all those individuals and organizations attempting to affect change at the institutional level and move the diversity agenda forward. OPENMIND has established and continues to foster among its members a community of supportive and caring individuals.

However, the discussions and work group reports indicated a need for significant structural changes in order to accomplish our organizational mission and programmatic goals. The discussion about organizational structure centered around the Policy Action Groups (PAGs); and the overriding challenge of maintaining a national organization, responsive to broad national issues, while simultaneously responding to and affecting real change at the regional, local, and campus levels.

The original PAG groups were Access and Outreach, Mentoring and the Development of Scholars, The New Scholarship and Curriculum Change, Incentives and Reward Systems, and Cross-Cultural Education. The issues around which these groups were organized remain important in furthering OPENMIND's diversity agenda. It is not clear, however, that the PAG structure is effective for action and dissemination of work, or for responding to national and local concerns. If OPENMIND is to "achieve cultural diversity in higher education" we must not only be able to act both locally and globally, we must also be able to generate and disseminate scholarly and relevant material about diversity and multiculturalism, provide forums which bring all voices into the discussion, and provide active leadership and consultation for institutions of higher education.

In an effort to respond to regional concerns within the national network, during the final business meeting we met in loosely formulated regional groups to discuss local needs, the feasibility of some kind of regional structure, and how to further the work of OPENMIND at all levels. The regions—Northeast, West, South/Southeast, Midwest—were formed based on those areas represented by members present at this meeting. The regions were not intended to represent all the OPENMIND membership, but rather to serve as a starting point to begin organizing regional discussions. Regional contacts from each of the four areas were identified to facilitate regional discussions—Northeast: Deborah Carter (American Council on Education) and Elizabeth Wadsworth (Consultant); West: Evelyn Hu-DeHart (University of Colorado, Boulder) and Joyce Justus (University of California, Office of the President); South/Southeast: William Harvey (North Carolina State University) and Dereck Rovaris (Xavier University); and Midwest: Jean Strandness (North Dakota State University).

A number of other issues, very much in line with the original goals, emerged from the group reports and discussions about OPENMIND as an organization, where we have been, and where we are going. An interim board was appointed and charged with the task of analyzing the issues which were raised by the reports submitted by each work group. They will recommend structural changes and develop a plan for future activities. The following is a sample of some of the common themes which emerged over the four days of our meeting.

- There is a need for more faculty involvement in the organization. In order to affect real change at the campus level faculty must be included in our work.
- Active support for graduate students. OPENMIND members can support the academic needs and retention of the graduate students on their campuses.
- Connecting with other "like-minded" organizations. Building coalitions with existing groups to address common needs is important in furthering the overall goals of OPENMIND and can serve to strengthen responses to national and/or regional concerns.
- Developing more effective intra- and inter-group communication. It is vitally important that we foster an environment conducive to sharing ideas and promoting understanding within and among the groups which make up OPENMIND.
- More frequent interaction. One annual meeting is not sufficient to further the OPENMIND agenda.
- Assess and disseminate information about current-successful diversity initiatives. It would be useful to have an inventory of work currently going on.
- Develop and disseminate materials about diversity.
- OPENMIND needs a structure and mechanism which will allow us to respond to and influence national concerns and issues in an organized political voice.
- Create a new, common language. As an organization with diverse voices, OPENMIND can help define and develop the discourse on diversity.

Participants at this year's meeting worked extremely hard. The work group discussions were rich, sometimes contentious, but always reflected a very real commitment to moving OPENMIND to the forefront of diversity efforts nationwide. In addition, the opportunity to come together around a common goal helped each of us refocus our energy, put our individual work in perspective, and recognize that we are each part of a larger whole. As Rudy Anaya said in his keynote address, an open mind is the hardest position of clarity to reach. He also reminded us to define our own destinies, to make sure our names are spelled correctly, to share our communities, and to insure that our voices are heard. Though we came from many institutions and are of many colors, there was a circle which bound our efforts. We must continue to use our strength as individuals to build and promote all that OPENMIND is and will be.

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On Revision and Revisionism:

American Indian Representations in New

by Theodore S. Jojola, Ph.D.[1]
Native American Studies
University of New Mexico

"Just a show! The Southwest is the great playground of the white American. The desert isn't good for anything else. But it does make a fine national playground. And the Indian, with his long hair and his bits of pottery and blankets and clumsy home-made trinkets, he's a wonderful live toy to play with. More fun than keeping rabbits, and just as harmless. Wonderful, really, hopping round with a snake in his mouth. Lots of fun! Oh the wild west is lots of fun: the Land of Enchantment. . . " (D.H. Lawrence, Just Back from the Snake Dance, Sept. 1924 [in Weigle: 1989]).

With the advent of leisure and the touring class, New Mexico has always been a focus of the itinerant traveler. See America First and the Southwest Wonder Land were credos which resounded in a 1925 introductory chapter of Mesa, Canon and Pueblo. Written by an adventurer, Charles Fletcher Lummis, these aptly summarized an epoch of early tourism and image-building in New Mexico. Paramount in this imagery were the numerous American Indian communities that inhabited the region.

What was rather curious about this period was that there were two distinctive and often parallel aspects of this "Indian" image-making. One was promulgated by social scientists in the fields of anthropology, ethnography, and history. The other was developed by entrepreneurs of the tourism and film industry. Among social scientists, New Mexico became a "living laboratory." Among entrepreneurs, New Mexico became a "living backdrop." In both instances, however, the investigations were dominated by outsiders who were looking for their own affirmation of a primitive and exotic humanscape.

The common denominators were the Apache, Navajo and Pueblo peoples, but each outside group formulated its own images of what American Indians were. In 1880, for example, historian and anthropologist Adolf Bandelier wrote of the Indians at Santo Domingo Pueblo: "The women are small, and commonly ugly; the men taller, and not very handsome" (Lange 1966: 97). Similarly in 1912, movie director D.W. Griffith, smitten with the Southwest said that "the Isleta pueblo offered some of the finest scenic opportunities ever put into a picture..., the best setting he had ever seen for the enactment of Biblical or western plays, especially Indian plays" (NMSFC 1970: 8).

Both observations were intended to be wide sweeping and all encompassing. In the face of the exotic and primitive, the outsider draws on their own preconceptions and experiences to selectively appropriate elements of the "Indian." The consequent image may be a subjective interpretation, the purpose of which is to corroborate the outsider's viewpoint. This process is called revisionism and it, more often than not, entails remaking American Indians apart and separate from their own social and community realities.

The dominant Indian image or stereotype, of course, is the war-bonnet, facepainted and buckskin clad "chief." This image was popularized by the paintings commissioned by the Atchison, Topeka & Santa Fe Railway in the 1900s and, with the transfer of a popular stereotype into the Southwestern context, a mystification of the local cultures was achieved (Rodriguez 1989: 77). The Southwest Indian myth was invented in order to create an "amusement" landscape. New Mexico suddenly became populated with rattlesnakes, howling coyotes, Indian chiefs, and outlaws and the scenery became reminiscent of a large outdoor stage bounded by railroad tracks (Weigle 1989: 130).

The impact of such revisionism among the American Indians in New Mexico was appreciable. Many natives catered exclusively to the "Indian chief" image and, for years, social scientists voiced their concerns over the disappearance of native traditions and culture. By the time the U.S. Congress interceded with the creation of the Indian Arts & Crafts Board in 1935, many native artisans were engaged in creating inferior, cheap souvenirs or operating stamp-dye machines for the fabricators of mass-marketed "Indian made" replicas (Schrader 1983: 53).

But at the same time that the social scientists promulgated laws to protect the native craftspeople from commercial exploitation, they also used their scholarship to develop exacting standards of "authenticity." The movement for authenticity was tied into a mission to "preserve" archaic methods and techniques. The ensuing policies, however, were formulated behind closed-doors without input from the native craftspeople themselves. As a consequence, standards of tribal artistic aesthetics were established—which often had little to do with the internal standards of the tribal community—and institutions such as the Southwestern Association on Indian Affairs were established to promote these.[2]

In contrast to the rigidity of these artificial standards, New Mexico, which has a complex pluralistic human settlement history, is characterized by subtle cultural transformations and the constant adaptation of new artistic traditions among distinct communities. Many of these transformations have emerged from the interaction of diverse Anglo, Hispanic, and American Indian communities. The ability of people and their communities to adapt outside traditions has been ignored as a result of the imposition of policy designed to regulate "genuine" Indian-made items. Recent experiments among native artists to employ genre other than turquoise, silver, wool, watercolor, and clay have usually been shunned as "unauthentic."[3]

The Southwest Indian mystique has become so pervasive that the average tourist expects the word "authentic" to imply that the native artist has used a pick and shovel to procure the raw materials that went into the item. At the same time, there continue to be other troublesome aspects concerning the promotion of the Southwest Indian mystique. Among these are the inconsistent standards used to determine the authenticity of Indian items. However rigorous, the guarantee is based solely upon ascribed qualities—it depends on who is looking at it, in what context, and for what purpose (Evans-Pritchard 1987: 292-293). By deconstructing this mystique, it can be seen that both the social scientist and the entrepreneur contrib-

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Institute on Ethnic Diversity

Background

The Western Interstate Commission for Higher Education (WICHE) is a public, interstate agency established in 1953 to promote resource sharing, collaboration, and planning among the western states and their colleges and universities. Since the early 1980s, WICHE has worked with state and educational policymakers to increase the understanding of the West's changing demographics and to encourage state and institutional efforts to improve the educational success of underrepresented ethnic minority students. WICHE serves 15 states including: Alaska, Arizona, California, Colorado, Hawaii, Idaho, Montana, Nevada, New Mexico, North Dakota, Oregon, South Dakota, Utah, Washington, and Wyoming.

WICHE recognizes that colleges and universities in the West want and need to do a better job of recruiting diverse student and faculty populations and graduating more minority students. In response, WICHE has developed the Institute on Ethnic Diversity. The Institute on Ethnic Diversity is designed to assist colleges and universities through an interactive, participatory, campus-based process to develop and to build strategic diversity plans and initiatives.

Project Goal

WICHE's goal in creating the Institute on Ethnic Diversity is to foster a comprehensive strategic planning process at colleges and universities which will stimulate change in institutional culture and environment. The process develops multicultural communities which strengthen and sustain ethnic minority participation and achievement.

The Institute is designed to influence both the academic and administrative environments at institutions and involves representatives from the entire campus community. The primary participants are presidents and other top administrators; selected faculty, staff and students; and governing board members. The critical role of faculty in ethnic minority student retention and graduation is emphasized and addressed.

Beyond single institutions, the Institute facilitates the joint participation and networking of teams of key leaders from several colleges and universities which share a common governance structure or institutional character within a state.

Institute Objectives

The major emphases of the Institute on Ethnic Diversity are to:

1) Help campuses locally define and better understand the concept of diversity as a value that relates to and is a central element of institutional mission; and refine the institution's mission, values, and goals in a manner that supports students, faculty, and staff from diverse ethnic populations;

2) Prepare the campus community for accepting and working with change through a process that provides knowledge and understanding, identifies expectations, and improves intercultural relations;

3) Assist the campus community in creating dialogue and effective communication about diversity;

4) Define multiculturalism within the institutional context as an essential element to effectively increase the recruitment, retention and graduation of underrepresented ethnic minority students, as well as to attract and hold ethnic faculty, staff, and administrators;

5) Assist a campus-wide leadership team in developing a strategic plan which will define diversity as an institutional action priority, address resource allocation, outline what strategies should be initiated, and establish an implementation schedule; and,

6) Prepare the campus community to use conflict resolution as a learning tool and problem solving mechanism as the diversity action plan is developed and when intercultural disputes and other controversies arise.

For more information on the Institute on Ethnic Diversity, please contact:

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Member Highlights....

HARRIETT G. JENKINS

DR. HARRIETT G. JENKINS was named as the first Director of the newly established Office of Senate Fair Employment Practices, effective June 1, 1992. In that role she will administer processes that review allegations of prohibited discrimination practices; and she will implement programs for the Senate to heighten awareness of employee rights in order to prevent violations from occurring.

Prior to being named to the new position, Dr. Jenkins served for 18 years as Assistant Administrator for Equal Opportunity Programs at the National Aeronautics and Space Administration (NASA). In that position, she was responsible for helping NASA integrate its workforce and for ensuring equal opportunity in personnel transactions and in the utilization of NASA's resources.

Before being appointed by NASA in 1974, Dr. Jenkins was a consultant to the District of Columbia school system for the Response to Educational Needs Project for about 4 months, beginning in late 1973. Prior to that, she served for 19 years as a public school educator in Berkeley, CA, entering as a teacher and rising through the ranks to vice-principal, principal, and Director of Elementary Education before reaching the post of Assistant Superintendent for Instruction in 1971.

During her professional career, Dr. Jenkins has served as an officer or key member of numerous professional organizations. She has been an expert on matters of integration of schools and on in-service programs for teachers.

She has been a leading participant in a number of national conferences and projects on civil rights, education, human relations and public administration. She also has served as an editorial and educational consultant.

Dr. Jenkins has received numerous awards, including the Honorary Service Award Certificate from the Califomia Congress of Parents and Teachers in Special recognition of outstanding service to children and youth and a commendation by the Califomia State Assembly for an outstanding record in the field of public education —

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ute equally to such revisionism.

Yet in spite of such dire circumstances, the American Indian people and their communities continue to prosper. Part of this can be attributed to the maintenance of their land base, or Indian reservations. By and large, however, it has been the maintenance of a community context within this land base that has maintained the cultural integrity of the American Indians in the Southwest. The propensity of the New Mexico Indian communities to share the genuine expression of their cultures is what has elevated a demographic minority—134,355 American Indians in New Mexico constituting 8.9% of the total New Mexico population—into the economic majority (with cultural tourism cited as being the largest factor in New Mexico's business economy).[4]

The irony in this situation is that American Indians play an invisible or non-existent role in controlling this industry. Whereas non-Indian communities like Sedona, Arizona, and Santa Fe, New Mexico, procure the bulk of their commerce upon the merchandising of authentic Indian arts, very little of this marketing-hype is present in the tribal communities. Instead, the tribal communities are witness to pockets of poverty and their labor force is primarily employed by the government sector. In fact, arts and crafts are seen as supplemental income activities. Items traditionally produced by native artisans as utilitarian wares are now rarely retained in their own communities for such purposes.

Part of this situation, however, is intentional. The more culturally "conservative" the tribal community, the more apt they are to prohibit the commercial marketing of Indian items by their own tribal members on the reservation. Although this has less to do with the actual wares themselves, it often does entail the use of designs and images. Unlike the medium, some designs and images do maintain religious and symbolic significance in the community.[5]

Similarly tribal people have, by in large, resented and rejected being the living laboratories and the backdrops for non-Indians.[6] American Indian communities have been hospitable to non-Indians during public ceremonies, but only on the condition that visitors leave only "footprints." Tribal members are prohibited from divulging knowledge of tribal customs and religion to outsiders, especially anthropologists. In some communities, photography is prohibited entirely. In others, certain sites are restricted from public access and view.[7]

The result of such practices has been the temperament of social norms in the community. Social scientists have attributed this phenomenon as an ability of native people to co-exist in both a tribal and non-tribal world. This "dualism" has resulted in the reservation becoming a sort of refuge by its native residents from the outside. Hence, in the absence of overt marketing and commercialism, the reservation and its bounded communities have minimized or isolated themselves from outside enterprises. In a larger sense, the place becomes "spiritual," and such spiritualism is an integral part of the migration amenity of living there (Moss 1991: 3).

By and large, however, practices designed to regulate outside commercialism of tribal cultural heritage within the reservations have been largely informal. What appears to be the most challenging aspect of American Indian issues in New Mexico today is how the tribes themselves will cope with the regulation of their own tourist enterprises, should they so choose. This is a relatively new phenomenon and comes as the result of an attempt by tribal governments to diversify their economies. For instance, both the Pueblos of Zuni and Pojoaque have begun planning on the development and construction of their own tribal museums.[8]

The central question that remains to be answered is whether American Indian communities will defer to the same revisionist images that have been ascribed by the outside. As "insiders," how much cultural information will they be willing to divulge and under what pretext? How will they "revise" their own image, while at the same time coping with the same issues that confront conservators today? Will they allow themselves to continue to be "living museums" or will they choose to stage pageants and reenactments designed to shroud their real community presence and deflect tourism away from their private lives? By addressing these and other important questions, they will undoubtedly be able to both demystify the Indian mystique and contribute in the revision of the prevailing stereotypes of the Southwest Indian.

Notes

[1] Dr. Jojola is Director of Native American Studies and is an Associate Professor of Planning in the School of Architecture and Planning, University of New Mexico. He is an enrolled member of the Pueblo of Isleta and resides there with his farnily. This research article was prepared for the 1992 Folklife Program, Smithsonian Institution, Washington, D.C.. (Draft 5/26/92)

[2] As seen by a new Congressional Act entitled *Expanding the Powers of the Indian Arts and Crafts Board* which contains precise regulations pertaining to the certification of American Indian artists, such policies are still in evidence today (P.L. 101-644, 1990). See an article entitled *Mixing Politics and Art* for a brief history of the Southwestern Association on Indian Affairs (Zibart 1990).

[3] An interesting example of this involved Pueblo Indian artist, Tony Jojola, whose medium is glass. Apprenticed at the Pilchuck glass foundry he was originally refused a show of his glassware at the All Indian Pueblo Cultural Center. The curators cited "unauthenticity" on the basis of the medium. Today, his glassware has been acquired for the Cultural Center's museum, but only after he attained prominence in the Southwest art market (personal correspondence).

[4] 1990 Census of Population and Housing, U.S. Department of Commerce, Bureau of the Census. In 1990, tourism was estimated to be a $2.3 billion dollar industry in New Mexico employing 53,000 people in the state (Ditmer: 1991).

[5] Recently the tribal council at the Pueblo of Acoma, at the prompting of religious leaders, prohibited its tribal members from producing carvings or any other arts depicting katchinas. This prohibition has alientated some members of the community who are contesting that this action inhibits their "freedom of artistic expression" (personal correspondence).

[6] In 1987 (?), the petroglyphs surrounding the community of the Pueblo of Acoma became backdrops to the swimsuit clad contestants of the Miss USA Pageant. Shortly thereafter, the area was hit by a series of severe storms. The elders interpreted this as an omen arising from the commercial desecration of the petroglyphs (personal correspondence).

[7] These prohibitions are resurrected annually, usually under the guise of "tourist etiquette." See, for example, an extensive editorial of this issue by loseph Suina who, himself, is a member of the Pueblo of Cochiti (Suina 1991).

[8] Such proposals, though, are not without controversy. A joint agreement by the U.S. National Park Service and the Zuni tribe to establish national monuments inside the reservation was rejected by a tribal citizen referendum in 1990. The vote was forced by religious leaders and the U.S. Congress subsequently passed other legislation giving Zuni leaders four more years to negotiate another agreement (Rosales 1990).

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OPENMIND BUSINESS

continued from page 7

Membership

The following membership categories were adopted for 1993.

Graduate Students (voting) - $ 15.00

Affiliates (non-voting) - $ 25.00

Fellows (voting) - $ 50.00

Supporting Fellows (voting) - $100.00

Institutional/Organizational (non-voting) - $250.00

Checks for membership dues should be made out to OPENMIND, Stony Brook Foundation, and mailed to:

Professor Alex King
Dept. of Materials Science & Engineering
SUNY at Stony Brook
Stony Brook, NY 11794-2275

OPENMIND OFFICERS 1993

PRESIDENT:
Trevor L. Chandler
University of California, Davis

PRESIDENT ELECT:
William B. Harvey
North Carolina State University

TREASURER:
Alex King
SUNY at Stony Brook

SECRETARY:
Elizabeth Wadsworth
Consultant

IMMEDIATE PAST PRESIDENT:
Myrna Adams
SUNY at Stony Brook

American Indian Representations

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OpenMind
Educational Relations
University of California
300 Lakeside Drive
Oakland, CA 94612-3550

Address Correction Requested

Graduate Student Voices:

A statement to Open Mind

Dear Elders,

We would like to see Open Mind continue and prosper. One very practical way to do this is promote and support greater recruitment and retention of graduate students involved in multicutural research as well as greater diversity of peoples within the sciences. Additionally, graduate students in this area need greater support to continue and complete their studies. Academic retention and propulsion depends on the understanding, retention, and promotion of cultural microcosms within a university. Too many people of color withdraw from school because the cultural macrocosm of "whiteness" is constantly attempting to drown any vestige of cultural microcosms. Open Mind can help support the lifespan of cultural microcosm through the support of graduate students and diversity of peoples.

The support of graduate students would seem to be a practical application of the philosophy represented by Open Mind. If we focus on graduate student success, from this pool we can recruit faculty and, hence, from this pool of faculty we can spawn administrators. Thus, we have growing upward mobility, nurtured and harvested in the re-education of the educational system. We do not believe the "trickle-down" theory to be as effective.

Moreover, we would like to see Open Mind recognize the diversity of voices and discourse styles within its own membership: That greater understanding only comes through greater communication. Open Mind needs to represent the ideas of all. To do this both the organization and group meetings needs to operate so that all peoples present have a chance to voice their ideas and that all voices are heard. Additionally, the ideas of all need to be treated with courtesy and respect.

Finally, we would like to see Open Mind explore all avenues of possible communication to bring about change, whether this be federal officials, administrators, faculty, potential students from barrios, reservations, or inner cities, etc. We need to understand everyone's language.

In order to facilitate the implementation of these ideas, we suggest the appointment of a graduate student to the executive committee. We nominate Fred Martinez, Marla Big Boy, and Natalia Vasey.

EDITOR'S NOTE: The graduate students presented this letter to the membership at the 1992 meeting. Natalia Vasey was appointed to the interim board of directors. It is the intention of OPENMIND to insure continued graduate student representation in all organizational activities.

OPENMIND BUSINESS

New Officers

During the 1992 business meeting, the recommendations of the nominating committee were accepted for the offices of President and President-elect. The Treasurer and Secretary serve for two years. Elections for those two offices will be held at the 1993 annual meeting of OPENMIND.

Dr. Trevor L. Chandler, Assistant Vice Chancellor for Campus Diversity at the University of California, Davis, will serve as President of OPENMIND for one year. Dr. Chandler provides leadership for the development, evaluation, and coordination of diversity programs, and administers campus-wide programs for faculty and academic staff recruitment and retention at UC Davis.

Dr. William B. Harvey, Associate Professor in the College of Education and Psychology at North Carolina State University, will serve as President-elect for one year. As provided for in the OPENMIND bylaws, he will serve as president next year. Dr. Harvey's research interests include issues related to the educational and social concerns which affect minority populations.

Anyone interested in nominating themselves or others for OPENMIND offices should contact:

Judy Toyama
Assistant Graduate Dean & Director OMGSR
528 Goodell
University of Massachusetts
Amherst, MA 01003
(413) 545-5284 (phone) (413) 545-3754 (fax)

Interim Board

The membership voted to suspend the sections of the bylaws related to the Board of Directors for one year in order to appoint an interim board to take responsibility for analyzing the results of this year's meeting and formulating a plan for the future. Selection of the interim board was made with special attention to insuring balanced ethnic, gender, geographic and graduate student representation. The members who agreed to serve are:

Frank Bonilla (Hunter College, CUNY)
Maria Canino (University of Puerto Rico)
Joanne Hecker (University of Miami)
Charlotte Heth (UC Los Angeles)
Evelyn Hu-DeHart (University of Colorado, Boulder)
Ted Jojola (University of New Mexico)
Joyce Justus (University of Calif., Office of the President)
Jackie Looney (Duke University)
Anne Pruitt (The Ohio State University)
Al Ramirez (University of Colorado, Boulder)
Dereck Rovaris (Xavier University)
Jean Strandness (North Dakota State University)
Judy Toyama (U-Massachusetts, Amherst)
Natalia Vasey (Washington University, Graduate Student)
Janice White (Capital University Law School)

In addition to the above members, OPENMIND officers serve as ex-officio members of the Board.

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American Indian Research Opportunities (AIRO) Programs

American Indian Research Opportunities (AIRO) is the umbrella organization for five minority programs administered by Montana State University (MSU): the Minority (High School) Apprenticeship (MAP) Program; the Minority Biomedical Research Support (MBRS) Program; the Minority Access to Research Careers (MARC) Program; the Montana Northwest College and University Association for Science (NORCUS) Traineeship Program; and the Alliance of States Supporting Indians in Science and Technology (ASSIST) Program. All five programs are funded wholly or in part by the Federal Government.

MAP is a six (6) week summer program for juniors and seniors in high school designed to provide for pre-college preparation and a meaningful work-related experience in a scientific research laboratory. Approximately 50% of the work week is spent in classroom-like interaction and the remaining 50% on a research project. Apprentices are paid $4.25/hour for participating in MAP and residence hall room costs and meals (Monday-Friday) are paid by the program. Since the University Food Service is closed on the weekends, students are responsible for their own meals on Saturdays and Sundays. Recreational activities are scheduled for several weekends during the six (6) week program. At the end of the program students are expected to give a report on their research project.

MBRS is a college level program for students interested in a biomedical/health science career. Students work on a biomedical research project with a faculty member and are expected to prepare and present their research findings at a scientific meeting. The laboratory research work is part-time (10-18 hours/week) during the academic year and full-time (40 hours/week) during the summer for ten weeks. Students are paid $6.15/hour and can earn up to $6,000 per year. A summer subsistence allowance is usually available to help defray board and room expenses. Students must maintain a grade point average of 2.5 to stay in the program.

MARC is a college level honors training program for juniors and seniors interested in pursuing a Ph.D. degree in a biomedical field. Students receive a monthly stipend of $561 ($6,732/year) and are expected to work on a research project part-time (10-20 hours/week) during the academic year and full-time (40 hours/week) during the summer for 10 weeks. The research project is guided by a faculty advisor and a Research/Thesis Committee of 3-4 faculty members. Students are expected to spend one semester away from MSU working at a prestigious research institution. Tuition and fees are paid by the MARC Program. During their senior year, students are to prepare and present an honors thesis. Students must maintain a grade point average of 3.0 to stay in the program.

NORCUS is an association of 58 colleges and universities in Alaska, Idaho, Montana, Oregon, and Washington and four industrial Department of Energy (DOE) contractors located at the Hanford Site in Richland, WA. The NORCUS traineeship program introduces college students to engineering and technology fields through summer experiences working with scientists and engineers at one of the DOE research facilities. NORCUS trainees are expected to maintain a grade point average of 2.5. Students receive a $5,000 scholarship during the academic year to cover room and board costs, tuition and fees and book costs. Students must spend one summer working at one of the DOE research laboratories. The summer stipend is $2,500 plus funds to cover expenses for round trip travel between MSU and the DOE laboratory.

ASSIST is a regional network of schools, colleges, universities, industries, businesses, professional organizations, state and local agencies, parents and teachers designed to nurture, motivate and encourage Indian students to consider careers in science and technology. The basic foundation of this program is a network of 18 Tribal Colleges in the Northwest working with schools on or near the reservation communities. The major focus of this program is at grades K-12 with an emphasis on pre-college preparation in mathematics and the sciences.

For additional information about AIRO please contact:

Ken Pepion
AIRO Administrative Coordinator
307 Culbertson Hall
Montana State University
Bozeman, MT 59717-0054
(406) 994-5567 {phone}
(406) 994-5559 {fax}

MEMBER HIGHLIGHTS

continued from page 3

both in 1973. In 1977, Dr. Jenkins received NASA's highest award, the Distinguished Service Medal. Also during 1977, she chaired the Task Force on Equal Opportunity and Affirmative Action, one of nine task forces of the Personnel Management Project, which led to the Civil Service Reform Act. For this work, she received the Civil Service Commissioners' Award for Distinguished Service. Dr. Jenkins received the President's Meritorious Executive Award in 1980, NASA's Outstanding Leadership Medal in 1981 and the President's Distinguished Executive Award in 1983.

In 1986, Dr. Jenkins was elected to the National Academy of Public Administration, and in 1987, she received the Black Engineer of the Year Award for Affirmative Action. In 1988, she received a second Distinguished Service Medal from NASA, and in 1990 the Women in Aerospace Lifetime Achievement Award.

Born in Fort Worth, Texas, Dr. Jenkins received a B.A. degree in Mathematics from Fisk University in Nashville, Tenn., a M.A. degree in Education from the University of California at Berkeley, a Doctorate in Education — Policy, Planning and Administration, also from the University of California, and an Honorary Doctorate of Science from Fisk University. She has completed the Advanced Management Program of the Harvard Business School and has obtained a law degree from Georgetown University, Washington, DC.

APPENDIX 5

MEETING ANNOUNCEMENT and AGENDA
Annual Meeting, 1993

OPENMIND

The Association for the Achievement of Cultural Diversity in Higher Education

21 June 1993

To: OpenMind Membership

From: Trevor L. Chandler
President

Re: Annual Meeting

This year our annual meeting is scheduled for **September 16 - 19** at the **Radisson Suite Hotel in New Orleans, Louisiana**. Please note this date carefully as it represents a change from dates mentioned in some earlier correspondence. If you plan to attend, please call the **Hotel at 504-525-1993 by August 15** to reserve your rooms. Please mention that you will be attending the OpenMind meeting.

After lengthy discussions with board members, it was decided to make this a working conference to address four specific topics:

- Fiscal Policy and Ethnicity in Higher Education
- Recruitment and Retention
- Funding sources for OpenMind
- Teaching about Racism.

We have asked four of our members to prepare material on these issues. You will receive these materials prior to the meeting so that we will be prepared to discuss them fully and to take full advantage of the time that we will be together. We hope to arrive at conclusions that can be shared with others either through publications or in policy statements to be sent to public agencies. Your contributions will be important to the formulation of these statements.

The Board also agreed that there will be a **Registration Fee of $125**. This fee will cover two meals and some other incidental costs and is to be mailed to me **no later than August 15**. Make checks payable to **OpenMind-UC Davis** and mail to the UC Davis address at the bottom of this page.

The Association has funds to assist a limited number of persons with travel and other costs associated with attending the conference. If you need such assistance, please contact Alex King at 516-632-8499, or E-Mail to aking@boundaries.eng.sunysb.edu, or Fax 516-632-8052 for further information.

Office of the Provost, University of California, Davis, Davis, California 95616-8501 Telephone: (916) 752-2071 Fax: (916) 752-6359 E-mail: tlchandler@ucdavis.edu

OPENMIND

The Association for the Achievement of Cultural Diversity in Higher Education

Tentative Conference Time-Line

Thursday, September 16

Arrival

Friday, September 17

8:30 am	General Session
9:00-noon	Four Concurrent Working Groups
12:00-1:30 pm	Lunch
1:30-4:30 pm	Four Concurrent Working Groups Continued
6:00 pm	Dinner

Saturday, September 18

8:30-noon	Four Concurrent Working Groups Continued
12:00-1:30pm	Lunch
1:30- 4:30pm	Presentation and Discussion of Draft Documents (Drafts should be in the hands of participants prior to this session) Business Meeting
6:00pm	Dinner on your own

Sunday, September 19

Departure

Office of the Provost, University of California, Davis, Davis, California 95616-8501 Telephone: (916) 752-2071 Fax: (916) 752-6359 E-mail: tlchandler@ucdavis.edu

OPENMIND

The Association for the Achievement of Cultural Diversity in Higher Education

OpenMind Conference

16-19 September 1993
Radisson Suite Hotel
New Orleans, Louisiana

Registration Form
(Please Type or Print)

Please complete and mail with check to address listed below

Name: _____

Institution: _____

Address: _____

City: _____ State: _____ Zip: _____

Phone: _____

Fax: _____ E-Mail: _____

Membership:

- Supporting Fellow _____
- Fellow _____
- Student _____
- Affiliate _____
- Institutional/Organizational _____

Office of the Provost, University of California, Davis, Davis, California 95616-8501 Telephone: (916) 752-2071 Fax: (916) 752-6359 E-mail: tlchandler@ucdavis.edu

Tentative Program (For Discussion Only)

Initiating Dialogue, Building Trust, Advancing Diversity: Community and Pluralism in Higher Education

OPENMIND

The Association for the Achievement of Cultural Diversity in Higher Education

Third Annual Meeting

September 16 - 19 , 1993

The Radisson Hotel

New Orleans, Louisiana

Sponsored by OpenMind:The Association for the Achievement of Cultural Diversity in Higher Education

Co-Sponsors: Xavier University
Southern University, New Orleans

Tentative Program: For Discussion Only

OPENMIND
The Association for the Achievement of Cultural Diversity in Higher Education

Third Annual Meeting
New Orleans, Louisiana

Initiating Dialogue, Building Trust, Advancing Diversity:
Community and Pluralism in Higher Education

Thursday, September 16, 1993

12 noon-6:00 pm
Registration and Information

5:30-6:30 pm
Welcoming Reception
Hosted by Xavier University and Southern University, New Orleans

6:30-9:30 pm
Opening Plenary and Dinner

Presiding: **Trevor L. Chandler**, President, OpenMind

Keynote Address
Dr. James E. Blackwell, Emeritus Professor of Sociology, University of Massachusetts, at Boston

Friday, September 17, 1993

8:00 am-6:00 pm
Registration and Information

7:15-8:15 am
Breakfast Buffet
Hotel Atrium

8:15-10:15 am
Plenary
Ballroom

Higher Education's Responsibility to Promote Multiculturalism

The world today is torn by ethnic strife. While there are no major world wars being waged, thousands of people are suffering through the horrors of war initiated by the inability of peoples from different ethnic and cultural backgrounds to agree on how to structure their relationships to the benefit of all who must share the common space. Can this level of open hostility occur in the United States? What is the role of education in the development of a multicultural society that can exist with a degree of harmony? What are the issues involved? This panel will try to give perspective to this discussion as it relates to the interests of OpenMind.

Moderator: **Leonard Valverde**, Dean, College of Education, Arizona State University
Panelists: **Charlotte Heth**, Chair, Ethnomusicology Department, UCLA
William Trent, Professor, School of Education, University of Illinois
Evelyn Hu-DeHart, Director, CSERA, University of Colorado at Boulder
Stephen S. Weiner, Executive Director, Western Association of Schools and Colleges

10:15-10:30 am
Coffee Break

10:30-11:45 am
Morning Concurrent Sessions

Initiating Dialogue, Building Trust, Between Campus and Community

As college and university campuses become more diverse, the cities and towns which surround them are affected in ways that can and do create tension. Housing and living conditions, service delivery, work-related issues for new and different groups, as well as particular needs and characteristics of the changing population may require changes in city life.

Moderator: **John Slaughter**, President, Occidental College
Panelists: **Myrna Adams**, Asst. to the President, SUNY Stony Brook; **Steve Adolphus**, Vice President, Touro College; **Janice White**, Director, Multicultural Affairs, Capital University Law School; **Roberto Haro**, Professor, SJSU

Seeking the Wisdom of Our Cultures. Notes from Other Worlds

An important part of the formative years of children in all cultures are the stories learned through cultural forms. Sharing these stories can assist in learning more

about the values we have in common and how we relate with each other in a diverse educational environment.

Moderator: **Ted Jojola,** Director, Native American Studies Program, University of New Mexico
Panelists: **John Stewart**, Director, Afro-American Studies, UC Davis; **Kathryn Vangen**, English, University of Washington; **Ines Talamantez**, Chair, Religious Studies, UCSB

12:00 noon -2:00 pm
Luncheon Plenary
Ballroom

Dr. Arthur Fleming, Executive Director,
United States Civil Rights Commission
or
Dr. Troy Duster, Professor, Sociology
Director, ISSC, UC Berkeley

2:15-3:45 pm
Afternoon Concurrent Sessions

Building Multi-cultural Coalitions: Trusting Across Ethnic Boundaries

There are many strong culturally based organizations whose main functions are to address issues that affect their unique constituency. Is it possible to bring these organizations together where their interests intersect to form a strong multi-cultural and multi-ethnic organization? Will all voices be heard in such a grouping? How will the problems of representation and relative strengths be solved? Many such groups are already organized and others are being formed.

Moderator: **Deborah Carter**, Assistant Director, ACE Office of Minorities in Higher Education
Panelists: **Jacqueline Woods**, Chair, AAHE Black Caucus; **Ernest Benjamin**, AAUP; **Mildred Garcia**, Chair, AAHE Hispanic Caucus, Assistant Vice President, Montclair State College

Facing up to Racism. Eliminating Barriers to Meaningful Communication

Racism is deeply imbedded in the American psyche. An unfortunate aspect of this fact is that minority groups are afflicted with the disease and deal with each other from racially motivated positions. How is this racism affecting attempts to create a more hospitable campus environment? Could there be life in America without "hate crimes" and bigotry?

Moderator: **Joyce B Justus,** Assistant Vice President, University of California, Office of the President.

Panelists: **John Garcia**, Political Science, University of Arizona; **Charlene McDermott**, Dean, Academic and Student Affairs, Albuquerque Academy, **Karen Alvarado,** Director of Affirmative Action, CSU Long Beach

3:45-4:00 pm
Coffee Break

4:00-5:30 pm
Concurrent Sessions Continued

Rewarding the Faculty. Meeting the Challenges and Opportunities of a Diverse Student Body

The faculty is the heart of the institution. It determines how the university is viewed by others and ultimately is responsible for its continued academic health. How they respond to change and meet the challenges faced by the institution is an essential component of the measures by which they are rewarded. This panel will discuss how the faculty's response to the growing diversity of the nation's campuses can be integrated into the reward structure.

Moderator: **William Trent**, School of Education,University of Illinois
Panelists: **Joycelyn Hart,** Associate Vice President, Human Relations, Cornell University; **Raymond Paredes**, Associate Vice Chancellor, UCLA; **Uri Triesman**, Director, Dana Institute, UT-Austin; **Maryanne Coffey,** Associate Provost, Princeton University

The Community as an Extended Support System

Many universities remain isolated from the communities in which they are built. The tremendous support and wealth of information that can accrue from actively involving community organizations in outreach, mentoring, recruiting, and off-site teaching are missed when institutions do not take advantage of these opportunities. This panel will discuss examples of how these connections are made and share some of the results.

Modrator: **J. Herman Blake,** Vice Chancellor for Undergraduate Education, Indiana University--Purdue University, Indianapolis
Panelists: **Frank Bonilla**, Director, Centro de Estudios Puerto Riquenos; **Barbara Solomon** Graduate Dean USC; **Suzanne Benally**, WICHE

6:30-9:30 pm
Dinner at Dooky Chase

Special Presentation

After Dinner Address

Dr. Norman Francis, *President*
Xavier University, New Orleans

Saturday September 18, 1993

8:00 am-4:00 pm
Registration and Information

7:00-8:30 am
Breakfast Roundtables

Informal Discussion of the Conference Themes

Initiating Dialogue

Building Trust

Advancing Diversity

8:45-10:00 am
Morning Concurrent Sessions

Advancing Diversity and Ensuring Excellence Through Curriculum Change

One measure of the excellence of an institution is how well trained its graduates are to meet the challenges of the society in which they must live. The curriculum is the mechanism which institutions use to ensure that the goals of excellence are achieved. The rapidly changing world in which we live, especially with respect to its increasing awareness of its multi-cultural nature and its ethnic composition, is requiring educational institutions to reevaluate their curriculum offerings and make the necessary changes. This also makes teaching about racism a critical issue on campuses. This panel will discuss the implications of those changes and how they are affecting universities and colleges across the country.

Moderator: **Bruce Hare**, Syracuse University;
Panelists: **Anne Pruitt**, Director, Center for Teaching Excellence, The Ohio State University; **Jean Strandness**, English, North Dakota State University; **Margaret Wilkerson**, Chair, African American Studies, UC Berkeley

Recruitment and Retention of Minority Graduate Students. How the Experts use Research

Increasing the number of students previously underrepresented in graduate school is critical to the production of scholars for the twenty-first century. Recruitment and retention procedures need to be reexamined in light of the poor record of

universities in this area. This panel will shed new light on some of the problems as well as provide solutions to this vital area. Special emphasis will be placed on the need for and the advantage of having good research on minority student performance.

Moderator: **Judy Toyama,** Assistant Graduate Dean, U-Mass
Panelists: **Sarita Brown**, Assistant Dean, UT Austin; **Johnetta Davis**, Associate Dean, Howard University; **Jackie Looney**, Assistant Graduate Dean, Duke University; **Israel Tribble**, Florida Endowment Fund for Higher Education

10:00-10:15 am
Coffee Break

10:15-11:45 am
Concurrent Sessions Continued

Campus Group Identity and Politics in an Era of Empowerment

Student political activity is not uncommon in American universities. As affirmative action and diversity increase the numbers of persons from different ethnic and cultural backgrounds on campus, the competition for access to the limited resources of the institution becomes more intense. The resulting challenges to policy and long standing institutional practices make for intense political rivalries and interesting lessons in consensus building. This panel will discuss the political climate on campus and show how it affects change both within and outside the institution.

Moderator: **Robert Smith**, Political Science, San Francisco State University
Panelists:: **Clifton Poudry**, UC Santa Cruz; **Marshall Morris**, University of Puerto Rico

Financing Your Education With a Promise to Serve. The President's National Service Program

President Clinton has suggested an education for national service program. How will this program affect students of color and the communities from which they come? What impact will it have on their choice of study and the length of time they take to attain their desired degree? Where and whom will they serve after graduation? How will this program affect the regular patterns of funding undergraduate and graduate education in the United States? Panelists will address these and other questions regarding this program.

Moderator: **Reggie Wilson**, Senior Fellow, ACE
Panelists: **Edgar Beckham**, Program Director, Ford Foundation; **Robert Lichter**, Program Director, The Dreyfus Foundation; **Betty Overton**, Program Director, W.K. Kellogg Foundation; **Jules LaPidus**, President, Council of Graduate Schools

10:30-11:45 am
Interest Group Discussion Sessions
Preparing Reports of Meeting Highlights for Distribution

12 noon-2:00 pm
Lunch and Business Meeting

2:00-5:00 pm

Regional Group Organizational Meetings

- *North-East*
- *South*
- *Mid-West*
- *West*
- *North-West/Mountain*

City Tours

Mississippi River Ride

5:00-8:00 pm
Free Time
Dinner on your own

8:30-12 midnight
Dancing to New Orleans Jazz
Hosted by Xavier University and Southern University at New Orleans

Sunday, September 19, 1993

9:00-11:00 am
Conference Wrap-Up

Evaluating Today ; Planning Tomorrow

Officers, members of the Board, and other interested persons are invited to discuss the state of the Association. Suggestions for improving all areas of the organization are invited. The format will be an open round-table discussion.

Moderators: **Trevor L. Chandler**, President; **William Harvey**, President Elect; **Myrna Adams**, Past President

12:00 noon
Departure

APPENDIX 6

GRADUATE STUDENT STATEMENT

Graduate Student Voices

A statement to Open Mind

Dear Elders,

We would like to see Open Mind continue and prosper. One very practical way to do this is promote and support greater recruitment and retention of graduate students involved in multicutural research as well as greater diversity of peoples within the sciences. Additionally, graduate students in this area need greater support to continue and complete their studies. Academic retention and propulsion depends on the understanding, retention, and promotion of cultural microcosms within a university. Too many people of color withdraw from school because the cultural macrocosm of "whiteness" is constantly attempting to drown any vestige of cultural microcosms. Open Mind can help support the lifespan of cultural microcrosm through the support of graduate students and diversity of peoples.

The support of graduate students would seem to be a practical application of the philosophy represented by Open Mind. If we focus on graduate student success, from this pool we can recruit faculty and, hence, from this pool of faculty we can spawn administrators. Thus, we have growing upward mobility, nurtured and harvested in the re-education of the educational system. We do not believe the "trickle-down" theory to be as effective.

Moreover, we would like to see Open Mind recognize the diversity of voices and discourse styles within its own membership: That greater understanding only comes through greater communication. Open Mind needs to represent the ideas of all. To do this both the organization and group meetings needs to operate so that all peoples present have a chance to voice their ideas and that all voices are heard. Additionally, the ideas of all need to be treated with courtesy and respect.

Finally, we would like to see Open Mind explore all avenues of possible communication to bring about change, whether this be federal officials, administrators, faculty, potential students from barrios, reservations, or inner cities, etc. We need to understand everyone's language.

In order to facilitate the implementation of these ideas, we suggest the appointment of a graduate student to the executive committee. We nominate Fred Martinez, Marla Big Boy, and Natalia Vasey.

APPENDIX 7

EXAMPLE OF A SPONSORED PUBLICATION

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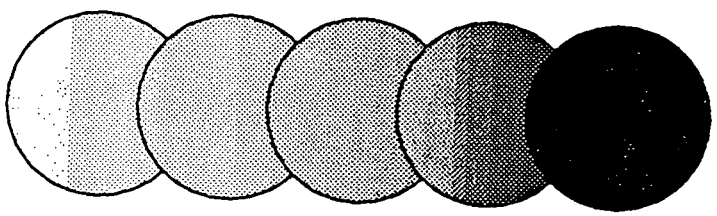

Achieving the Pluralistic University:

Strategies and Approaches to the Recruitment and Retention of Ethnic Plurality Faculty

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University of Colorado at Boulder

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Acknowledgments

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I. The Concept of Pluralism

Before a meaningful discussion on the topic of the pluralistic university can be held, it is necessary to have some common understanding regarding the meaning and definition of the term "pluralism." The term is used extensively in the social sciences and in the field of education. It is used, not infrequently, by politicians and other leaders in their affirmations that we live in a pluralistic society, although rarely do these individuals clearly and succinctly define or describe what they mean by such a society. It should not be too surprising that such a widely used term as pluralism has a variety of meanings and multiple usages in the popular press and among different segments of the population in this country. What is more surprising, however, is that multiple and often vague meanings and definitions also typify much of the social science treatment of this term.

The purpose of this introductory section is to present a conceptual basis for and an operational definition of pluralism. The model proposed utilizes the social psychological principles of interracial group contact and interaction as a framework for defining and conceptualizing a pluralistic system and its antithesis, a monolithic system. Basically, a pluralistic system is one whose components foster positive interracial relationships, while a monolithic system is one whose components foster negative interracial relationships.

Research in the area of interracial relations has shown that:

1. Interracial contact, by itself, does not necessarily lead to positive relations among groups (Triandis, 1988; Amir, 1969).

2. Interracial contact, under certain conditions, can lead to positive changes in attitudes and behaviors (Hawley & Smylie, 1988; Amir, 1969; Pettigrew, 1974).

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3. Interracial contact is most likely to lead to positive outcomes when the groups:

a. possess equal status in the interactive setting

b. share and seek common and superordinate goals

c. are cooperatively interdependent

d. interact with each other informally and on a more intimate level

e. interact with the positive support of authority figures, leaders, laws, or customs

f. interact under conditions in which there is a low level of authoritarianism and ethnocentrism (Allport, 1954; Cook, 1984, 1985; Farley, 1982; Johnson and Johnson, 1985; Sherif et al., 1961; Williams, 1964; Adorno et al., 1950; Meloen et al., 1988)

Based on the literature on interracial group relations, the model presented here identifies ten components that may be utilized to characterize a system along the monolithic-pluralistic dimension. (See Table I.) These components are not meant to be either exhaustive or mutually exclusive. Most, in fact, are interrelated. These ten components of a general system have been described in earlier work (Ramirez, 1990a) and have been analyzed as well with respect to a university system (Ramirez, 1990b).

The model represents an attempt to formulate a conceptual and an operational definition of pluralism. It is based on a theoretical framework that is derived from an extensive body of social psychological research. It has the potential for the analysis of and application in a number of settings, particularly those that are open to study and that are receptive to the development of intervention strategies — and to possible social change. It is hoped that the university is an example of such a setting.

Table I
Differences Between Pluralistic and Monolithic Systems

Pluralistic System	Monolithic System
1. Existence of multiple ethnic, racial, and cultural groups in the system.	1. Primarily one ethnic, racial and/or cultural group in the system.
2. Extensive contact and interaction exists among the various groups.	2. Limited or no contact or interaction exists among the various groups.
3. Extensive opportunity for the diverse groups to learn about each other's cultures, values and customs.	3. Limited or no opportunity for the diverse groups to learn about each other's cultures, values and customs.
4. Power relations between groups are equal and symmetric; power and control not dependent upon ethnicity and race.	4. Power relations between groups are unequal and asymmetric, with dominant cultural group in control and in power.
5. Interracial relations primarily informal, intimate, and multicontextual.	5. Interracial relations primarily formal, structured, and limited to certain contexts.
6. Positive interdependence between groups; groups have mutually compatible goals.	6. Negative interdependence between groups; groups have competing and mutually exclusive goals.
7. Social, economic, and political stratification is minimal and independent of race, culture or ethnicity.	7. Social, economic, and political stratification is maximal and a function of race, culture, and/or ethnicity.
8. Pluralistic norms sanctioned by institutional supports (laws, customs, values), authority figures and leadership.	8. Monolithic norms sanctioned by institutional supports (laws, customs, values), authority figures and leadership.
9. Ethno-diverse: human behavior viewed from multiple perspectives.	9. Ethnocentric: human behavior viewed from the normative perspective of one cultural group.
10. Structures promote multiculturalism and cultural diversity.	10. Structures promote assimilation, acculturation, and cultural uniformity.

Source: Ramirez, 1990a.

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II. The Ten Characteristics of a Pluralistic University

When the ten components of a pluralistic system are applied to a university (Ramirez, 1990b), a pluralistic university can be defined as one in which — with respect to its faculty, its staff and administrators, and its students — there is:

1. A significant representation of the multiple ethnic, racial, and cultural groups that make up our society.

In a pluralistic university, you see students from different social, ethnic, and cultural backgrounds. The proportion to which these groups are to be found on campus is higher than their proportion in the total population. In the university's offices, laboratories, and classrooms, you see faculty, staff, and administrators who are ethnic pluralities. A review of the university's policies and practices clearly indicates that the institution is committed toward recruiting faculty, staff, and students from the multiple ethnic and racial groups of our society. These practices are evident in the institution's admissions and standards policies, precollegiate programs, student recruitment strategies, and faculty/staff recruitment, retention, and development programs.

2. Extensive contact and interaction among these different ethnic groups on campus.

In a pluralistic university, you see students from the multiple ethnic and racial groups interacting and associating with one another — in the student center, in the recreation center, in the classroom, in the dormitories, in the various clubs and student organizations. You see staff and faculty from different ethnic and cultural backgrounds interacting with one another as well. An analysis of the university's policies and practices indicates that the institution has developed and implemented innovative programs that foster meaningful experiences among the various ethnic and racial groups — housing and dormitory policies, curriculum planning and revision, as well as the nature of the classroom experience.

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3. Extensive opportunity for the different cultural groups to learn about one another's cultures, values, and customs.

A pluralistic university provides extensive opportunity for different ethnic and racial groups to learn about one another's cultures, values, and customs. The extent to which a university is committed to providing such opportunities can be assessed by observing its commitment to ethnic studies programs, multicultural education and research, curriculum planning and revision focusing on multicultural perspectives, cross-cultural awareness workshops, and projects in the classroom and other settings.

4. An equal power relationship among the multiple groups.

In a pluralistic university, members of ethnic plurality groups are in positions of student, faculty, and administrative leadership: power and leadership patterns are not related to race or ethnicity. Plurality faculty and administrators are in an equal power position to articulate and to define the goals, values, and mission of the institution, including what constitutes legitimacy and excellence in research, scholarship, teaching, and service. The multicultural perspectives that ethnic pluralities bring to the institution are not seen as peripheral but rather as central to what the university is about.

5. A relationship among the multiple cultural groups that is informal and personal and that extends over a number of different contexts and settings.

In a pluralistic university, members of the academic community are very likely to have friendships and close interpersonal relationships with other individuals independent of their race or ethnicity. Contact and interaction are not limited to the structured setting of the office, the classroom, or the committee/departmental meeting but extend to the more personal and intimate settings that characterize friendships and collegiality.

6. A relationship that is cooperative and collaborative and based on mutually compatible goals.

In a pluralistic university, ethnic pluralities and others share the same goals and values and recognize that the most effective way to reach these superordinate goals is by mutual cooperation and collaboration. The different ethnic, racial, and cultural groups are in a positively interdependent relationship — they can best reach their mutually shared goals by each contributing to and helping in the total effort.

7. A hierarchy and stratification within the university that is independent of race, ethnicity, or cultural group membership.

In a pluralistic university, the decision-making structure, the allocation of existing resources, and all the other indices of power are not stratified or distributed along ethnic and racial dimensions. If a truly equal-power interracial relationship exists, then the patterns of subordination-domination and negative interdependence are minimal or nonexistent.

8. A normative system that is pluralistic (as defined by these ten points) and that is sanctioned by institutional supports (policies, customs, values) and by the institutional leadership and authority structure.

The policies, practices, and norms of a pluralistic university are themselves pluralistic, and they are articulated and implemented by the institutional leadership and authority structure. It is an easy task for the President or Chancellor to publicly state the university's commitment to pluralism and cultural diversity. In a pluralistic university, however, these pronouncements are translated into specific and concrete actions, programs, and policies at every level of the university.

9. A multiple ethnic and cultural perspective in the analysis and understanding of the human experience.

In a pluralistic university, the human condition is analyzed and conceptualized from a variety of eth-

nic and cultural perspectives. Reality is not defined from the prescriptions and values of only one ethnic, racial, or cultural group. Ethnic plurality faculty all have the same freedom and are given the same legitimacy to observe, study, and interpret from their own cultural perspectives and experiences. Truth is not the exclusive domain of any one ethnic or racial group, and in fact it may more effectively be reached through the analysis of multiple perspectives than through the analysis of just one. This freedom and diversity concerning modes of inquiry is found in the classroom, in the curriculum, and in the arenas of research and scholarship.

10. An institutional structure that promotes multiculturalism and cultural diversity.

A pluralistic university has ethnic studies programs or departments as well as a curriculum and research agenda that promote multiculturalism and cultural diversity. The curriculum, instructional strategies and approaches, and research and scholarly agenda of a pluralistic institution are not based on either academic colonialism or cultural uniformity. The foundation of such a university is ethno-diverse, not ethnocentric.

It is apparent from this review that the characteristics of a pluralistic university are closely interrelated and are based on a value-belief system that is congruent and unidimensional. If the university that exists today in this country is to evolve into a pluralistic institution, it must embrace and commit itself to the fulfillment of each of these characteristics. Objectives that follow from these defining characteristics, such as those described in the next section, must be articulated and strategies to achieve these objectives must be developed and implemented.

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III. Developing Specific Objectives from the Ten Characteristics of a Pluralistic University

The following list is not meant to be exhaustive but is illustrative of the kinds of specific objectives that can be developed and that follow from the ten characteristics of a pluralistic university.

Objectives	Based on Characteristic(s):
A. Develop systematic efforts to recruit faculty, staff, and students from the multiple ethnic, racial, and cultural groups that make up American society	1,4,8
B. Foster diversity among students through pre-collegiate programs, recruitment procedures, admissions policies with other institutions, financial aid systems, and retention programs	1,4,8
C. Share experience, programs, and resources with the K-12 system to help develop an extensive pool of ethnic plurality student applicants to the university	1,4,8
D. Ensure that recruitment of plurality faculty and staff is supported by appropriate retention and development programs	1,4,8
E. Examine residence hall policies and the norms that determine membership in campus organizations, clubs	2,4,8
F. Establish programs that lead to interactive experiences, including curriculum revision, ethnic studies programs, multicultural education and research, and cross-cultural workshops	2,3,4,5,6,7,8,9,10
G. Develop programs that foster collaboration and collegiality and that allow members of multiple ethnic groups to know they are part of the university community	2,3,4,5,6,7,8,9,10
H. Sensitize the university community to those conditions that create destructive conflict, hostility, and negative competition among ethnic, racial, and cultural groups	3,4,5,7,8,9
I. Create agendas that foster common goals and shared values, such as affirmative action and commitment to academic and cultural diversity	2,3,4,5,6,7,8,9,10
J. Support affirmative action principles and pluralistic and culturally diverse perspectives/policies so that they become part of the institutional mainstream, actively supported by the faculty, students, staff, and administrative leadership	3,4,5,6,7,8,9,10
K. Examine the university's conceptions regarding what constitutes legitimate and excellent research, methodological and theoretical paradigms, and scholarly agendas	4,6,7,8,9,10
L. Promote and support the value that power and leadership be based on shared governance, involving all racial, ethnic, and cultural groups	2,3,4,5,6,7,8,9,10
M. Develop standards—such as those for reappointment, promotion, and tenure—that reflect the university's commitment to the concepts of excellence in diversity and diversity of excellence	4,5,6,7,8,9,10

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IV. Strategies and Approaches to the Recruitment and Retention of Ethnic Plurality Faculty

In reviewing the ten characteristics of a pluralistic university, as well as the specific objectives that follow from these characteristics, it is apparent that one important and necessary condition in achieving the pluralistic university is the successful recruitment and retention of ethnic plurality faculty. There are a number of programs that can be implemented to accomplish this critical objective. The following is a brief, general description of the programs and activities that have been implemented at the University of Colorado at Boulder to maximize the recruitment, retention, and professional development of ethnic plurality faculty. Each is based on and follows from at least one of the ten characteristics of a pluralistic university.

1. Organizational and Administrative Changes in Recruitment Procedures and Policies:

a. Recruitment Authorization — Permission to recruit faculty now comes from the Vice Chancellor for Academic Affairs, who utilizes a variety of criteria in determining what academic units will be given authorization to recruit. One of these criteria is the ethnic/gender composition of the department. In a significant number of cases, a department is given permission to begin a search with the understanding that the position be filled with an ethnic plurality or woman candidate. This approach, known as the Special Opportunity Program, has been very successful(see below).

b. Search Procedures — The Office of Faculty Affairs, which is a part of the Office of the Vice Chancellor, has been given the responsibility for implementing faculty affirmative action. No position is filled without the involvement and final signature of the faculty director of this office — the Associate Vice Chancellor for Faculty Affairs.

In collaboration with the Office of Affirmative Action and Services, the Office of the Associate Vice Chancellor for Faculty Affairs: (1) develops policies and procedures for appropriately increasing female and ethnic plurality representation on the faculty and ensures that such policies are implemented; (2) reviews all faculty appointments and promotions to determine whether they are consistent with the university's affirmative action policies and associated procedural guidelines; (3) assists search committees in their efforts to broaden the scope of their searches; (4) designs and implements internal audit and reporting systems to measure the effectiveness of the programs; (5) publishes equal opportunity policies and procedural guidelines related to faculty hiring and reports on progress in faculty affirmative action; (6) administers the Special Opportunity Program; (7) counsels faculty members who are women, members of plurality groups,or disabled about professional opportunities; and (8) reviews annual reports from Deans and Department Chairs on the issue of affirmative action.

It should be noted that the Associate Vice Chancellor has broad responsibility and authority in *all* areas of faculty recruitment, retention, evaluation, and development.

2. Special Opportunity Program: This program, since its inception, has been extremely successful. Through this mechanism it is possible to set aside some of the available faculty slots and to allocate them as special opportunity hiring in departments that (1) are given permission to identify potential ethnic plurality candidates or (2) have already identified outstanding ethnic plurality faculty. Prior to the implementation of the Special Opportunity Program as well as the other administrative changes in recruitment policies, the annual recruitment pattern for women and ethnic plurality faculty was typically about 30%. Since these programmatic changes have been implemented, the average annual recruitment pattern for women and ethnic plurality faculty has increased to over 50%. In the AY 1991-92 faculty hiring, for example, 39 (51%) of the 76 positions were filled by women

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and ethnic plurality faculty; 24 (32%) of the faculty hired were ethnic plurality. In the faculty hiring for AY 1992–93, 60 positions were filled. Of these, 32 (53%) of the faculty hired are women and ethnic plurality.

3. Departmental Strategies for Recruiting Plurality Faculty: The purpose of this program is to provide incentives and resources to departments that initiate aggressive and innovative recruitment strategies for increasing their plurality faculty. Academic units are encouraged to submit proposals to the Associate Vice Chancellor for Faculty Affairs that focus on the development of recruitment strategies for increasing their ethnic plurality faculty. Such strategies might include:

a. Travel funds for attending conferences that ethnic plurality faculty usually attend.

b. Visits from ethnic faculty/administrators serving as consultants to the academic unit in the area of recruitment.

c. Networking activities (phone calls, correspondence, pamphlets/posters, consortium arrangements, sharing of ethnic plurality graduate student lists with other institutions, etc.) designed to increase recruitment effectiveness.

d. Special visits (not part of the regular recruitment process) by plurality faculty for potential recruitment purposes.

e. Travel funds for attending special events/workshops focusing on recuitment of plurality faculty.

f. Sponsoring/hosting events focusing on recruitment of ethnic plurality faculty.

Proposals in which the academic unit provides matching funds are especially encouraged and receive priority.

4. IMPART (Implementation of Multicultural Perspectives and Approaches in Research and Teaching) Program: The goal of this program is to further develop a campus environment that supports and encourages gender, ethnic, and cultural diversity, particularly in the approaches to research, scholarship, and teaching.

The IMPART program provides support for:

1) Multiethnic/multicultural research projects (these may be projects undertaken by one or more investigators).
2) Visiting women and ethnic plurality scholars (matching proposals are particularly encouraged, where the department contributes to the costs of bringing these scholars to campus).
3) Fellowships for women and plurality scholars to engage in research or scholarly activities that have a multiethnic/multicultural focus (such fellowships might be for summer salary, reduction of teaching load, etc.).
4) Colloquia, conferences, and workshops having an academic, multiethnic, multicultural theme, and involving the active participation of a significant number of women or plurality scholars.

The IMPART program is administered by the Office of the Associate Vice Chancellor for Faculty Affairs, with the consultation of a faculty advisory committee. The advisory committee makes recommendations as to the funding of the proposals.

Proposals are encouraged that are interdisciplinary and collaborative and that bring together a critical mass of faculty interested in establishing programmatic research, scholarly, or teaching activities with a multicultural/multiethnic focus. The committee is particularly interested in funding research/scholarly proposals from ethnic plurality and women faculty at the Assistant Professor level. Providing support for junior faculty to initiate their own research and scholarly programs is a high priority of IMPART.

Proposals are expected to include: (1) the goals and objectives of the project, (2) a detailed description of the project, (3) a rationale as to how the specific project qualifies for funding under this program and how it will contribute to multiethnic/multicultural research, scholarship, or teaching, (4) a detailed budget, and (5) a letter of support from the chair of the faculty member's primary unit. Most awards do not exceed $4,000.

There is no restriction with regard to the minimum amount that may be requested, since it is possible that some activities or projects may not require a large amount of money.

The IMPART program, now in its sixth year, is funded annually by the Office of the Vice Chancellor for Academic Affairs. It continues to be one of the most successful programs on campus and has been instrumental in providing resources to ethnic plurality and women faculty to assist them in their scholarly and professional development.

5. Ethnic Plurality Faculty Mentor-Mentee Program: The purpose of this program is to develop mentor-mentee relationships among new ethnic faculty and the more senior faculty. During the past three years, the Associate Vice Chancellor for Faculty Affairs has met with each of the new junior ethnic plurality faculty. Discussions, usually at a lunch with a group of two or three faculty and hosted by the Associate Vice Chancellor, center on the topic of mentor-mentee relationships. As a result of these and follow-up meetings, about 80% of the new faculty currently have or have had senior faculty serving as their mentors.

6. Ethnic Plurality Faculty Luncheon Series: The luncheon series is hosted by the Associate Vice Chancellor for Faculty Affairs, with funds originally provided by the President's office and now provided by the Vice Chancellor for Academic Affairs. The faculty meet for lunch on a regular, monthly basis throughout the academic year. The luncheons are structured in such a way that they:

a. Provide an opportunity for new plurality faculty to meet and interact with the senior plurality faculty.

b. Establish a social support system for the plurality faculty.

c. Develop a social and enjoyable atmosphere that also serves as an informal orientation to the university.

d. Provide an opportunity for senior plurality faculty to share their research and scholarly

areas of interest with their plurality colleagues, particularly with the new junior plurality faculty, and vice versa.

e. Provide plurality faculty the opportunity to hear about and discuss issues important to their development as faculty with representatives from the administration.

7. Expanding the Undergraduate Curriculum in the Area of Ethnic and Gender Diversity: This program is funded by the Chancellor and administered through the office of the Associate Vice Chancellor for Faculty Affairs. Requests for proposals are sent to all faculty. The goal of the program is to further the development of new courses that will expand the undergraduate curriculum in the area of ethnic and gender diversity. The planning and development costs receive support under this program. Funding under this program includes:

a. Providing a one-course reduction to a faculty member in order to allow him/her to develop the new course.

b. Hiring a work study student or a graduate student (up to .25 FTE) to assist in the development of the new course.

c. Providing travel expenses that might be related to the accumulation and development of materials necessary for such a new course.

d. Costs of books/copying of journal articles, etc., and other materials and supplies.

Proposals in which the academic unit provides some support are especially encouraged. Proposals must include some indication of support for such a new course by the Chair or Dean and some indication that the course — once approved by the appropriate channels — will become part of the regular curriculum offerings of the department — i.e., that the new course will be offered a minimum of once every two years. The proposal must also contain a general description of the proposed course and a rationale as to how the course will contribute to the undergraduate curriculum in the

area of ethnic and gender diversity. The proposals are reviewed by the IMPART Advisory Committee.

8. Integrating Ethnic and Gender Perspectives into Existing Courses: This program, also funded by the Chancellor, is similar to the previous one except that the proposals that are solicited are ones that ensure that the multicultural experience becomes integrated into courses that already are part of the curriculum, particularly introductory and survey courses. The types of activities funded under this program are identical to those described in the previous program. Proposals in which the academic unit provides some support are especially encouraged. Proposals must contain a general description of the integration activities that will be implemented and a rationale as to how the revised/integrated course will contribute to the undergraduate curriculum in the area of ethnic and gender diversity. The proposals are reviewed by the IMPART Advisory Committee.

9. Conference on Excellence in Diversity and Diversity of Excellence: It is important for the campus and/or university system to address the issues of diversity and pluralism in a direct and public manner. With this in mind, in 1990 the President of the University of Colorado System provided funds for a conference to address these issues. Over 150 educators, mostly from the University of Colorado system but also from universities across the country, attended the conference. As implied in its title, the conference approached diversity from two directions — "excellence in diversity," indicating the richness that can be gained from a number of perspectives, and "diversity of excellence," pointing to the need to expand traditional standards of excellence to include those perspectives. The conference was significant in a number of important ways. First, it represented an initial, collaborative effort on the part of ethnic pluralities and others to work together in the development of a conference that was scholarly and academically and educationally relevant. Second, the conference provided the opportunity for faculty to present their research and discuss their ideas relating to the theme of the

conference. Third, this was the first time that the issues of diversity and excellence were explored and critically assessed by the CU academic community using the research and scholarship generated by its own faculty as the basis of examination and evaluation. Fourth, by funding and providing support for such a conference, the university demonstrated in a public way its recognition that these are legitimate areas of inquiry, research, and scholarship.

Such conferences — in order to play a role in the development of a pluralistic university and to have an impact on plurality faculty recruitment and retention — should continue to be supported and should be held every two to three years.

10. Equity and Excellence Awards Banquet and Graduation Ceremony: It is important to provide an opportunity to acknowledge and celebrate the contributions of the ethnic plurality faculty, students, and staff. For this reason, for the past seven years the Boulder campus has annually held this awards banquet and graduation ceremony. The theme of the event is best captured by what has become its opening salute:

It is that one day of the year —

when we come together as a community to honor ourselves and our accomplishments; when we salute ourselves for our efforts, our struggles, our dedication to the principle of academic excellence and to the pursuit of pluralism and equity at the University of Colorado; when we join together, share food and bread, and partake in the spiritual communion that represents our uniqueness and our diversity; when we choose from among ourselves those brothers and sisters who, through their daily work and in their everyday actions, have demonstrated their commitment to those ideals and principles which we honor tonight: Equity and Excellence.

Each year an Equity and Excellence Award is given to one faculty member, one staff person, two undergraduate students, and two graduate students who, through their work at the university and in the broader community, best exemplify

their commitment to the principle of equity and excellence. In addition, all ethnic plurality graduating seniors and their parents are invited and acknowledged; all the ethnic plurality faculty and staff are also invited, as are the academic administrators, deans, and department chairs. The cost of the banquet is paid for by the Chancellor and the Vice Chancellor for Academic Affairs. The Associate Vice Chancellor for Faculty Affairs is responsible for administering and coordinating the event.

V. Assessing Pluralistic Systems

One feature of the present conceptualization of a pluralistic system is that it can be measured and assessed. An inventory, entitled the "Monolithic-Pluralistic System Inventory" (MPSI), has been developed by the present author to assess the degree to which a system varies along the monolithic-pluralistic continuum. Each of the components/characteristics can be evaluated by members of the system along a 10-point scale, and the data can be analyzed with respect to how the system (a school, university, organization, etc.) fares with respect to each component. Once this has been done, it is possible to identify areas where change in a more pluralistic direction is needed. Using the instrument in this way, it is possible to design pre- and post-test studies that can assess the effects of systematic intervention strategies that were implemented based on the results of the initial administration of the inventory.

The following is one form of the MPSI that can be used by a university to assess its level of pluralism. Since not all respondents will be familiar with the terms used to describe a pluralistic system, the person administering the MPSI to a group might read the brief statement/descriptor that follows each component in Section II of this report so that the respondents will have a general idea of the meaning of each characteristic.

Monolithic-Pluralistic System Inventory

A university can be viewed from a variety of dimensions and described in a number of different ways. We have developed a set of ten characteristics that can be used to look at a university like the University of _____. What we would like you to do is to think about each characteristic and circle the number on a ten-point scale that best describes where you think this university is with respect to that characteristic. There are no right or wrong answers. What we would like is your frank and honest opinion concerning the type of university the University of _____ is with respect to each of these characteristics. If there are any questions you prefer not to answer, you are certainly free to do so. Your answers will be completely confidential. Your name will not be written down anywhere on the questionnaire, so your response will be anonymous.

1.	Primarily one ethnic, racial, and/ or cultural group in the system	1	2	3	4	5	6	7	8	9	10	Existence of multiple ethnic, racial, and cultural groups in the system
2.	Limited or no contact or interaction exists among the various groups	1	2	3	4	5	6	7	8	9	10	Extensive contact and interaction exists among the various groups
3.	Limited or no opportunity for the diverse groups to learn about one another's cultures, values, and customs	1	2	3	4	5	6	7	8	9	10	Extensive opportunity for the diverse groups to learn about one another's cultures, values, and customs
4.	Power relations between groups are unequal and asymmetric, with a dominant cultural group in control and in power	1	2	3	4	5	6	7	8	9	10	Power relations between groups are equal and symmetric; power and control are not dependent upon ethnicity and race
5.	Interracial relations primarily formal, structured, and limited to certain contexts	1	2	3	4	5	6	7	8	9	10	Interracial relations primarily informal, intimate, and multicontextual
6.	Negative interdependence between groups; groups have competing and mutually exclusive goals	1	2	3	4	5	6	7	8	9	10	Positive interdependence between groups; groups have mutually compatible goals
7.	Social, economic, and political stratification is maximal and a function of race, culture, and/or ethnicity	1	2	3	4	5	6	7	8	9	10	Social, economic, and political stratification is minimal and independent of race, culture, or ethnicity
8.	Monolithic norms sanctioned by institutional supports (laws, customs, values), authority figures, and leadership	1	2	3	4	5	6	7	8	9	10	Pluralistic norms sanctioned by institutional supports (laws, customs, values), authority figures, and leadership
9.	Ethnocentric: human behavior viewed from the normative perspective of one cultural group	1	2	3	4	5	6	7	8	9	10	Ethno-diverse: human behavior viewed from multiple perspectives
10.	Structures promote assimilation, acculturation, and cultural uniformity	1	2	3	4	5	6	7	8	9	10	Structures promote multiculturalism and cultural diversity

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VI. Other Sources of Information on Recruitment and Retention Strategies

1. *Achieving Faculty Diversity: A Sourcebook of Ideas and Success Stories* (Madison: University of Wisconsin System, 1988).

2. James G. Blackwell, *Networking and Mentoring: A Study of Cross-Generational Experiences of Blacks in Graduate and Professional Schools* (Atlanta: Southern Education Foundation, 1983).

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